



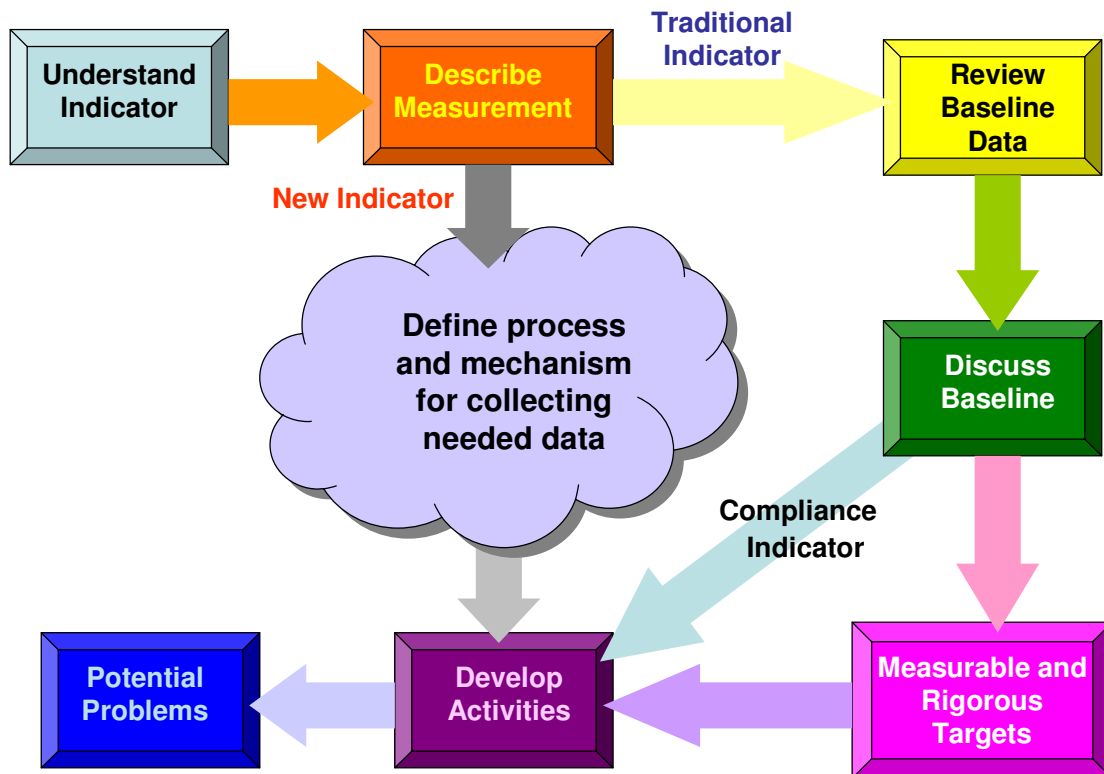
State of Maine

Department of Education

Part B State Performance Plan (SPP) for 2005-2010

January 20, 2006

Overview of the State Performance Plan Development



Maine developed its State Performance Plan (SPP) through a process that follows the flow described in the diagram above. Stakeholders, representing the interests of children with disabilities aged 0-20, worked together to develop the Indicators for the SPP. As each indicator was considered, the content of the indicator statement and the impact it may have on Maine's educational system was well thought-out by diverse stakeholders who sought to ensure that the data collected would be consistent with the outcomes required. FFY 2003 APR OSEP letters of March 4, 2005 and October 27, 2005 concerning non-compliance and other issues were discussed.

The Maine Advisory Council on the Education of Children with Disabilities (MACECD) were participating stakeholders for the specific purpose of developing the indicators. MACECD is a long-standing stakeholder committee with a diverse and highly capable membership that acts as advisor to the Office of Special Services in the MDOE. This group was formed in accordance with IDEA Chapter 33, §1412 (a)(21), "...for the purpose of providing policy guidance with respect to special education and related services for children..", and in accordance with §1441, to provide an interagency coordinating council for early intervention. MACECD fulfills the IDEA membership requirements. Both Part B and Part C indicators were addressed through this group.

Stakeholders spent four working days on the SPP, September 26 and 27, 2005, October 21, 2005 and November 18, 2005. During part of the first day, members were given a survey based on indicator topics, the results of which were used to form the SPP stakeholder sub-groups: 1) Quality Assurance; 2) Parent Involvement; 3) Identification and Disproportionality; 4) Early Transition; and 5) Student Performance. These sub-groups then worked on indicators specific to their sub-group's area of

interest. The process for reviewing and developing the indicators in the sub-groups followed the flow described in the above diagram. Stakeholders reviewed drafts of the developing indicators in detail. As they worked to identify targets and methods to collect data, they offered suggestions and expertise from their particular vantage points. Notes were captured from each group and all inputs were considered when developing the indicators for the SPP. MDOE program managers, data analysts and technical assistants were available to provide information, answer questions and to facilitate the process. The November meeting was used to share the sub-group work across the entire SPP/MACECD stakeholder assembly. Each sub-group presented their indicators and prepared key points for review by each of the other sub-groups. Notes from each of the sub-group review sessions were contemplated when making final modifications to the indicators included in this document.

MACECD stakeholders view their role in the development of the indicators as continuing. The knowledge they gained in the review and development of the indicators has become the basis for their continued work this year. MACECD will continue to provide input for the February submission.

Once approved by OSEP, the MDOE Commissioner will distribute an informational letter to all LEAs announcing the availability and location of the SPP on the Website and notifying them that paper and/or electronic formats will be distributed upon request. In addition, the SPP will be distributed using the Governor's Media Distribution List. All superintendents and special education directors in Maine will receive technical assistance through regional workshops, which will begin as soon as MDOE receives approval of its SPP. Annual Performance Reports will be disseminated in the same manner within one month of their submission and approval by OSEP.

All information for the SPP/MACECD sub-committees and dissemination of the SPP are in Appendix 1. All relevant attachments and notes are in Appendix 2 by indicator number. Appendix 3 includes informational letters sent by the MDOE Commissioner. The chart below specifies where the responses to FFY 2003 APR OSEP letters of March 4, 2005 and October 27, 2005 concerning non-compliance and other issues are addressed in the SPP.

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October 27, 2005 OSEP Letter – Items Addressed in the State Performance Plan

OSEP letter page	Item	SPP Indicator
I. <u>Parts C and B:</u>		
4	Part C Evaluation – 45 day	Part C Indicator 7
4-5	Part C All Services on IFSP	Part C Indicator 1
11	General supervision:	Part B Indicator 15
6	<ul style="list-style-type: none"> Identify and timely correction of non-compliance 	Part B Indicator 16 Part C Indicator 10
6	<ul style="list-style-type: none"> Formal written complaints 	Part B Indicator 19
6	<ul style="list-style-type: none"> Mediation 	Part B Indicator 17
6-7	<ul style="list-style-type: none"> Due process hearings and reviews 	Part B Indicator 19 Part C Indicator 13
7	<ul style="list-style-type: none"> Statute repeal completed 	Part B Indicator 12 Part C Indicator 8
8	<ul style="list-style-type: none"> Early Childhood Transition Identify - B at 90%, C at 89.1% 	
II. <u>Part C only:</u>		
8	<ul style="list-style-type: none"> Collection and timely reporting of data 	Part C Indicator 14
9	<ul style="list-style-type: none"> Family centered services 	Part C Indicator 4
	<ul style="list-style-type: none"> Early intervention services 	
9-10	- Natural Environments	Part C Indicator 2
10	- Early Childhood outcomes	Part C Indicator 3
III. <u>Part B Only:</u>		
10-11	Identification and timely correction of non-compliance (private special purpose schools)	Part B Indicator 15
12	<ul style="list-style-type: none"> Collection and timely reporting 	Part B Indicator 20
12	<ul style="list-style-type: none"> Parent involvement 	Part B Indicator 8
	<ul style="list-style-type: none"> FAPE in LRE 	
12-13	- Disproportionality	Part B Indicator 9 Part B Indicator 10
14	- Statewide and district assessment	Part B Indicator 3
15	- LRE preschool 6 – 20	Part B Indicator 5
15	- Preschool Performance outcomes	Part B Indicator 7
15,16,17	<ul style="list-style-type: none"> Transition 	Part B Indicator 13

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Appendices

Revision History

Original: Mailed paper copy to OSEP – 12-1-05

Submission: Electronic copy to OSERS.bapr@ed.gov – 12-02-05

Update: revised indicators 5, 16, 17, 19, and Attachment 1; e-mailed to Cynthia Bryant at OSEP – 1-20-06

Monitoring Priority:
Free and Appropriate Education
in the
Least Restrictive Environment
Or
FAPE in the LRE

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 USC 1416(a)(3)(A) and 1442)

Measurement:

Measurement for youth with IEPs is the same measurement as for all youth.

Maine's Definition of Completion (Graduation) Rate:

The High School Completion Rate is the percentage of students who graduated from their high school with a regular diploma, rather than earning an alternative credential or dropping out of school sometime during their high school years. A separate completion rate is calculated for each graduating class, as in the "Class of 2004". The class completion rate is calculated as follows: Number of Regular Diploma Recipients in a High School Class divided by (Number of Regular Diploma Recipients + Number of Other Diploma Recipients + Number of All Dropouts during the 9th, 10th, 11th, and 12th grade years of this graduating class.)

Number of Regular Diploma Recipients in a High School Class divided by (Number of Regular Diploma Recipients + Number of Other Diploma Recipients + Number of All Dropouts during the 9th, 10th, 11th, and 12th grade years of this graduating class.)

Overview of Issue/Description of System or Process:

Definition of Diploma:

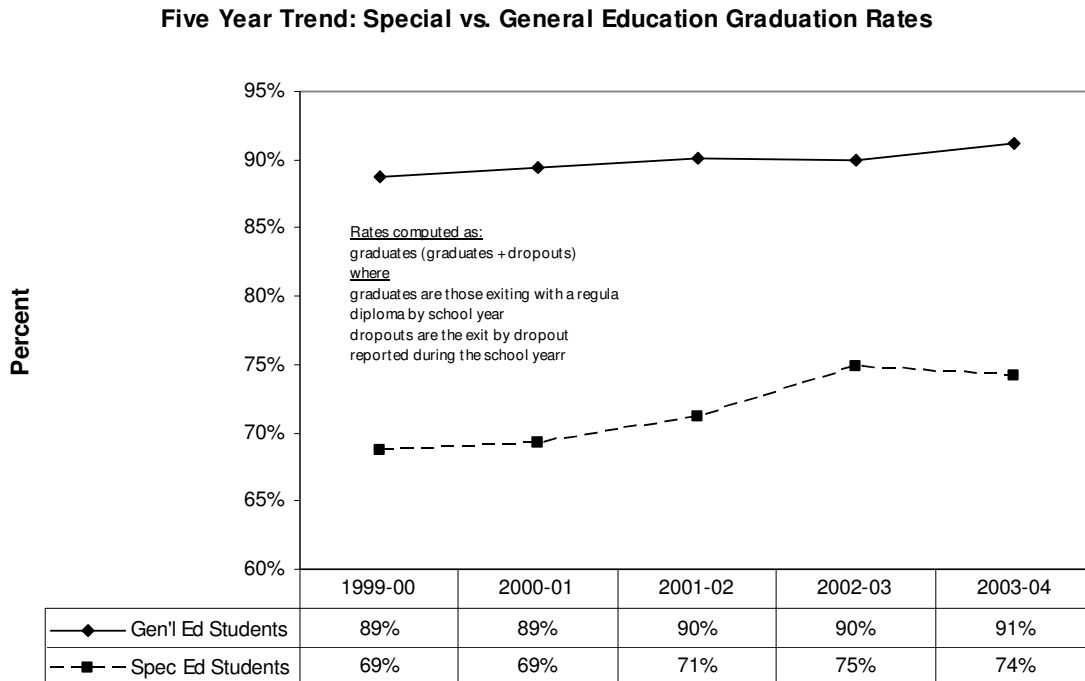
Maine's State law, Title 20-A §4722 High School Diploma Standards, defines diploma as: "3. Satisfactory Completion, A diploma may be awarded to secondary school students who have satisfactorily completed all diploma requirements in accordance with the academic standards of the school administrative unit and this chapter. All secondary school students must work toward achievement of the content standards of the system of *Learning Results*. Exceptional students, as defined in section 7001, subsection 2, who successfully meet the content standards of the system of learning results in addition to any other diploma requirements applicable to all secondary school students, as specified by the goals and objective of their individualized education plans may be awarded a high school diploma.

Further discussion of high school diploma standards is found in Chapter 127 which is currently being revised. These revisions may provide definitions for additional diplomas. These additions may lead to a change in the data collection process.

Baseline Data for FFY 2004 (2004-2005):

Maine does not currently have comparable graduation data for special education students and general education students. For purposes of generating baseline data for this indicator, five years of Part B 618 data were used to compute a graduation rate for special education students. This computation in conjunction with overall graduation rates was used to produce the trend shown in Figure 1.

Figure 1: Five Year Trend: Special vs. General Education Graduation Rates



Discussion of Baseline Data:

While the trends and underlying data shown in Figure 1 are comparable, they are not the most accurate calculations due to the assumptions that had to be made, one of which was to assign a student to a specific grade based on his or her age.

The Maine Education Data Management System (MEDMS) began collecting comparable data in 2004-2005. This means that truly comparable graduation data will become available in 2007, when the first graduating class cohort matriculates through the system.

Measurable and Rigorous Target:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	76%
2006 (2006-2007)	78%
2007 (2007-2008)	80%

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2008 (2008-2009)	82%
2009 (2009-2010)	84%
2010 (2010-2011)	86%

Improvement Activities/Timelines/Resources:

See Indicator 2 - Dropout Improvement Activities/Timelines/Resources

Part B State Performance Plan (SPP) for 2005-2010**Monitoring Priority: FAPE in the LRE**

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Measurement for youth with IEPs is the same measurement as for all youth. Calculation is explained in the "Discussion of Baseline Data" below.

Overview of Issue/Description of System or Process:**Definition of Dropout:**

Maine defines a dropout as an individual who leaves school without completing a State or LEA approved secondary program. Based on this rule, if the individual was enrolled in school at some time during the previous school year and was not enrolled on October 1 of the current school year, he or she is considered to be a dropout. Likewise, if the student was not enrolled on October 1 of the previous school year although expected to be (i.e., was not reported as a dropout the year before, he or she is considered a dropout. Two examples:

A student enrolls in Grade 11 in September 2003, leaves school in January 2004, and is not enrolled on October 1, 2004. This student will be reported as a school year 2003-04 Grade 11 dropout.

A student completes Grade 11 in June 2003, but is not enrolled in Grade 12 on October 1, 2003, and whereabouts are unknown. This student should be reported as a school year 2003-2004 Grade 12 dropout.

A student who leaves school and enrolls in an adult education program is counted as a dropout if the LEA is no longer responsible for the enrollment of the student.

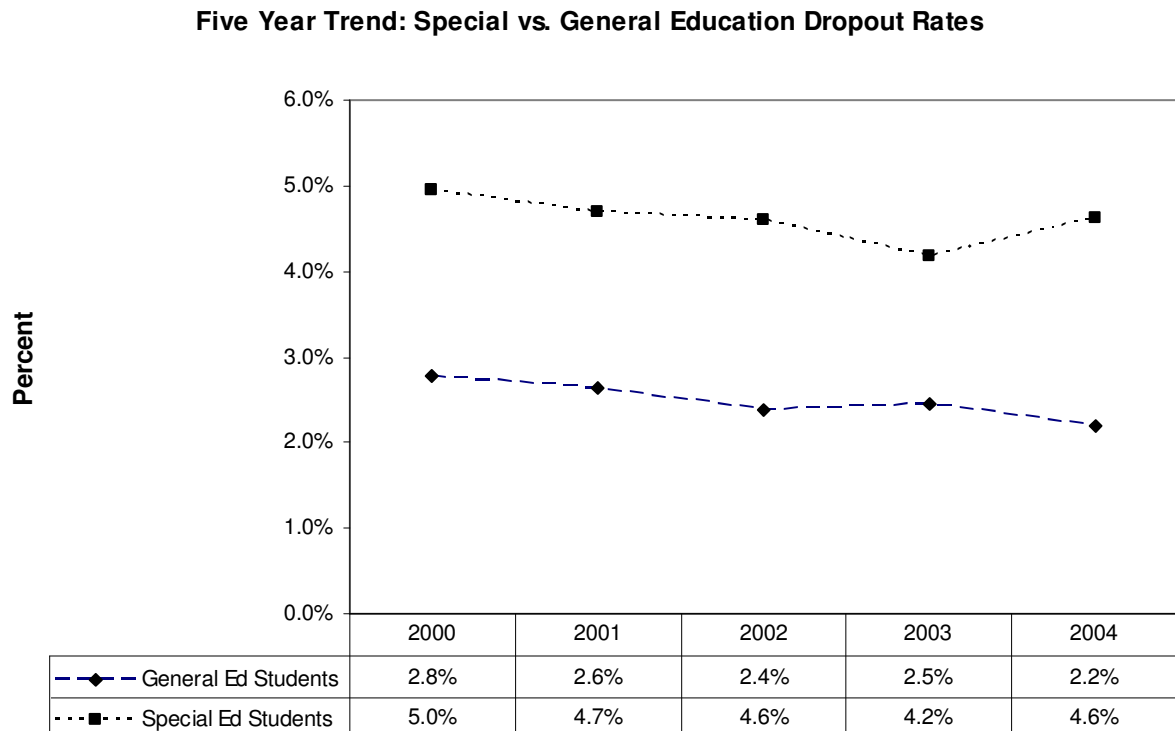
There are exceptions to this definition.

A student who dies is not considered to be a dropout. A student who is on a temporary school-recognized absence due to suspension or illness is not considered a dropout.

Baseline Data for FFY 2004 (2004-2005):

What was true of Indicator 1 is also true of this indicator. At present, Maine does not have comparable baseline data on dropouts for special education and for general education students. Figure 2, however, represents an attempt to construct comparable data.

Figure 2: Five-Year Comparison of General Education and Special Education Student Dropout



Children for whom the initial IFSP is completed after January 1, 2006 (specific beginning date to be determined by DOE staff) who are ages 0 through 5 year and who receive services for at least six months before exiting the program. Stakeholder involvement will be used to develop a plan to phase in the outcome measurement process with CDS Directors. The plan will be revised based on findings and recommendations learned from the phase in.

Discussion of Baseline Data:

Analysis of longitudinal baseline data for special education students shows a fairly stable pattern of variation. General education students appear to be faring better.

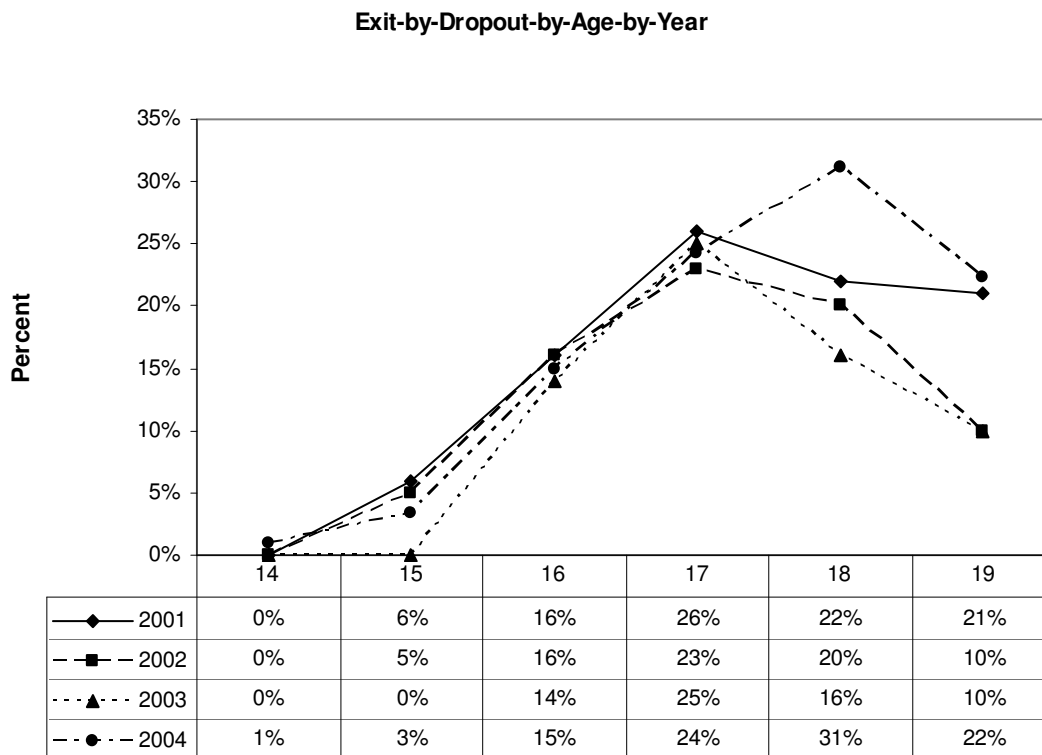
Again, while the dropout rates represent an attempt at comparability, they may not be the most accurate calculations possible due to the assumptions that had to be made (e.g., assigning a special education student to a specific grade based on age) in constructing the data set. With Maine now collecting data for special education students using the same method as for all students, calculations of special education dropout rates using the cohort methodology described above can begin. However, the necessary data will not become available until 2007, when the first graduating class cohort matriculates through the system. What can be done here, however, is to conduct an analysis of the historical dropout data for all students to help with setting rigorous targets.

Age of Dropouts

Of the 6870 students with IEPs who exited in 2004-05, 500 or 7.3% of them exited by dropout. Figure 3 below focuses on students with IEPs who exited special education services via dropout. These data come from the December 1 Child Count. This chart focuses on the age at which the student drops out.

Understanding this will give us a better idea of when to intervene.

Figure 3: Special Education Students Exit by Dropout by Age and By Year



These data indicate that dropout begins to increase at age 15, reaches its peak at between age 17 and 18 then begins to decline after that. The figure also shows that the dropout problem is getting worse for students with IEPs. The key point to be gleaned from these data however is that intervention programs need to begin prior to age 14.

Other Initiatives around Dropouts

Maine is fortunate to have a university system that houses the “Institute for the Study of Students at Risk.” In collaboration with the Department, the Institute will develop and implement a comprehensive plan designed to assist Maine public school personnel in their efforts to improve the graduation rate for all Maine students, while simultaneously reducing dropout rates.

The Institute works closely with the Department’s Homeless Liaison and each year offers a two day workshop on dropout prevention. They will work closely with the Department to develop and implement appropriate technical assistance strategies to increase the rate of successful school completion for all Maine students with particular emphasis on: 1) students identified as having a special education disability under current Maine special education regulations; and 2) students considered to be “at risk” for dropping out of school. The Institute disseminates research-based information to public school personnel, especially members of Dropout Prevention Committees within each Maine SAU, to assist them in their efforts to “keep Maine students on track toward graduation”.

The Institute also conducts research and performs follow-up studies that build upon the findings and recommendations of the Institute’s Final Project Report: Improving the Graduation Rate for Maine Students with an Emphasis on Students with Disabilities: Dropout Prevention Strategies (June, 2005). This work will improve the understanding and capacity of Department personnel, parents, legislators, SAU administrators, regular and special educators and related personnel, to prevent dropouts and improve high school completion and graduation rates. They will compare and contrast a sample of “high” and “low” SAUs (with respect to student dropout rates) to determine specific factors and conditions that

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appear to contribute to these rates. Current year and five-year trend data, with a particular emphasis upon students with disabilities from each SAU, will be collected in an expanded database, analyzed, and disseminated. Students identified within the Emotional Disability (ED) category represent the highest percentage dropout rate (of all disability categories) in Maine. But, because some Maine schools have a “high” rate of graduates who are identified within the ED category, a specific focus of this project will be to further analyze those factors and conditions that appear to contribute to a positive school graduation rate for ED students. The Institute will investigate strategies to improve the graduation rate for all Maine students identified within the ED category.

Several other initiatives are also currently underway that are expected to have a positive effect on the dropout rate. GEARUP grants and activities have been implemented in selected schools. Maine’s homeless liaison is working with truancy and dropout and the Keeping Maine’s Children Connected initiative has a contact person trained in each LEA. There is also a State Improvement Grant (SIG) sponsored Career Aspirations Program at Calais High School. Additionally, one of the objectives of the current General Supervision Enhancement Grant (GSEG) is on dropout and dropout prevention. Scientifically based rubrics have been developed and piloted around evaluating LEA and school based dropout prevention programs. In addition, a student risk/asset rubric has been developed and piloted. Preliminary analysis suggests that it may have potential as an early predictor of students at risk of dropping out.

Measurable and Rigorous Target:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	4.6%
2006 (2006-2007)	4.0%
2007 (2007-2008)	3.5%
2008 (2008-2009)	3.0%
2009 (2009-2010)	2.5%
2010 (2010-2011)	2.0%

Improvement Activities/Timelines/Resources:

Year 1 – 2005-06

Draft and post an informational/administrative letter to inform superintendents of the dropout targets set in this SPP. Request that each school and LEA complete a self-assessment of its district and school dropout prevention programs.

Review the trend data of all districts and schools to determine whether dropout prevention activities are working. Provide districts with longitudinal baseline data for future program improvement activities. In addition, conduct an analysis of means test on all districts, to determine those whose dropout rates are above the State average.

Require LEAs to develop dropout prevention activities for raising the scores of those areas that the self-assessment showed as needing improvement.

Provide training to districts on how to develop an effective dropout prevention program. Have each school complete a dropout risk/asset assessment rubric on each of its sixth and seventh grade students. For each student who scores in the moderate to high-risk range, develop a dropout prevention plan for that student.

Year 2 - 2006-07:

Analyze the data from 2004-05 to determine if districts are making progress. Target those districts whose rates remain above the target and provide technical assistance. Provide regional workshops on dropout prevention, working with the Institute for the Study of Students at Risk.

Year 3 - 2007-08:

See year 2

Year 4 - 2008-09:

See year 2

Year 5 - 2009-10:

See year 2

Year 6 - 2010-11:

See year 2

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Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with disabilities on statewide assessments.

- A. Percent of LEAs meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 USC 1416(a)(3)(A) and 1442)

Measurement:

A. Percent = # of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total # of districts in the State times 100.

B. Participation rate =

- a. # of children with IEPs in grades assessed;
- b. # of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100);
- c. # of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100);
- d. # of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100); and
- e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).

Account for any children included in a but not included in b, c, d, or e above

Overall Percent = b + c + d + e divided by a.

C. Proficiency rate =

- a. # of children with IEPs in grades assessed;
- b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by a times 100);
- c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c divided by a times 100);
- d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d divided by a times 100); and
- e. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100).

Overall Percent = b + c + d + e divided by a.

Overview of Issue/Description of System or Process:

The *Maine Learning Results* are the standards which identify what ALL Maine students, including those with unique learning needs, are expected to know and be able to do at the end of each of four grade spans: pre-k-2; grades 3-4; grades 5-8 and grades 9-12. This document, approved by the State Legislature also requires student progress toward the *Learning Results* to be measured through a Comprehensive Assessment System (CAS). Maine's Comprehensive Assessment System is a combination of State [Maine Educational Assessment (MEA) and Personalized Alternate Assessment Portfolio (PAAP)] and local assessments that allows students to participate through three avenues: standard administration, administration with accommodations, and PAAP against alternate standards. Maine statute requires that each student enrolled in a public school or in a private school that educates 60% or more students at public expense must participate in the MEA or PAAP. The MEA/PAAP is fully implemented, including achievement and accountability reporting. Information on the Local Alternate Assessment (LAS) has been provided in the LAS Guide with Embedded Components for Accountability and Alternate Assessment and is currently being implemented in Maine schools. The Maine Department of Education counted the results of the PAAP beginning in 2002-2003 PAAP in the AYP calculations.

All students with disabilities participate in the assessment system and contribute to adequate yearly progress (AYP). Performance of this subgroup for AYP purposes is judged by aggregated results of students with an IEP assessed with and without accommodations and students assessed with alternate assessments against alternate standards.

The Comprehensive Assessment System Technical Advisory Committee (TAC) developed the procedures for measuring AYP in schools and LEAs that have a small number of students. These procedures relate to the ability to group/subgroup size and safe harbor, and the ability to be confident in the making AYP determinations.

Group/Subgroup Size with Statistically Sound Rationale

Schools in Maine are much smaller than is typical nationally. The determination of subgroup size allows for review of any school, no matter how small, as required by Maine law. For AYP regarding proficiency, an $n = 20$ is used along with two years of data. For AYP related to participation, an n of 41 is used along with one year of participation data. If the sum of students tested in a grade over the two years is less than 20, three years of data are combined. In the unusual circumstance that the grade aggregation for three years does not reach 20, the Commissioner reviews the school's Comprehensive Education Plan and school data that could be used to extrapolate the school's achievement status. Because of the high stakes involved in AYP determination, confidence intervals at the 95% level are used. Maine has many small schools and yearly variability in students can contribute to variability in scores. Using confidence intervals addresses this variability. If a school's proficiency percentage plus the confidence level is below the AYP target, we can be confident that they are not meeting AYP.

Safe Harbor

If a school does not meet AYP targets for proficiency, the Safe Harbor test is made. This allows the school to make AYP if it has reduced by 10% the number of students that did not meet or exceed the standards, from the previous year's assessment, and if the school or subgroup has also made progress on the other indicator. The difference is then computed using confidence intervals.

Variability of student populations from year to year can be a confounding issue when trying to measure school program change from year to year. To allow for this variability in scores caused by variation in populations rather than changes in program, Maine uses confidence intervals in safe harbor calculations. This increases the fairness of the process, accounting to some degree for the variability in populations from year to year that is more pronounced for small schools. Since safe harbor is about comparing performance between years (with different cohorts), it is especially appropriate to use a confidence interval for the resulting difference.

The formula¹ chosen for this purpose is one that is appropriate for use with small populations, different numbers of students each year, and small proportions. The method also reduces aberrations in the behavior for small populations (common in Maine schools) and the propensity to “overshoot” that is common to other methods. The formula, although designed for absolute difference rather than directional differences, performs well in the given application. The change (delta) carries the sign of the direction and the upper bound calculation has a slightly lower value due to the percentages closer to zero. This further avoids the “overshoot issue” for the method. At the suggestion of the U.S. Department of Education, the formula is used at the 75% confidence interval.

It is also important to note that, effective with the 2004-2005 test administration, safe harbor became cumulative. Schools that are not progressing will not be able to “escape” through confidence intervals for long. If a school makes safe harbor in year 1 and does not meet the target in year 2, to remain in safe harbor in year 2 the school must have reduced the students in the NOT proficient (i.e., did not meet standard, partially met standard) group the equivalent of 10 percent per year for two years running.

In sum, we believe that we need to be confident in our decisions that identify schools as not making AYP. We recognize that student population variability is a confounding issue, especially for small schools. We believe that the use of an appropriate formula to create confidence intervals about differences in performance within schools from year to year reduces the confounding effects of population variability in identifying schools and that the use of confidence intervals does not let schools “escape” accountability.

Resources used are found at the following websites:

<http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.pdf>

http://www.maine.gov/education/nclb/state_app/documents/ConAppWkbkJS8-22-05Revised.doc

Definition of Significant Discrepancy

A significant discrepancy is defined as an LEA whose students with IEPs do not make AYP based on the considerations outlined above. This includes meeting a participation target of 95% and a proficiency target as defined in the NCLB state performance plan and projected below.

Baseline Data for FFY 2004 (2004-2005):

3A: Adequate Yearly Progress

Table 1 provides baseline data for Adequate Yearly Progress. Since AYP in Maine is measured by combining two years of assessments, these figures represent data from 2002-03 through 2003-04 which is then reported for 2004-05.

Table 1: Adequate Yearly Progress data 2004-05

	Number	Percent
Number of LEAs	223	100.0%
Number of LEAs meeting AYP objectives for the disability subgroup in Reading	215	96.4%
Number of LEAs meeting AYP objectives for the disability subgroup in Math	220	98.7%

3B: Participation

¹ Newcombe, Robert G. "Interval Estimation for the Difference Between Independent Proportions: Comparison of Eleven Methods," *Statistics in Medicine*, 17, 873-890 (1998). Formula format by Luz Bay of Measured Progress.

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Maine's target for participation is 95%. As Table 2 indicates, 98% - 99% students with IEPs participate in either the MEA or PAAP. This exceeds the 98.8% reported in Attachment 3 of the FFY 2003 APR (see OSEP Oct 27 letter.)

Table 2:

Participation Rates of Students with IEPs in the Maine Educational Assessment 2004-05

Reading	4th Grade		8th Grade		11th Grade	
	Count	Percent	Count	Percent	Count	Percent
Participated - no accommodations	373	16%	448	17%	398	20%
Participated - accommodations	1802	76%	1944	74%	1433	72%
Participated - alternate assessment, alternate standards	192	8%	209	8%	138	7%
Did not participate	16	1%	34	1%	29	1%
Total	2383	100%	2635	100%	1998	100%
Math						
Participated - no accommodations	367	15%	438	17%	393	20%
Participated - accommodations	1848	78%	1956	74%	1421	71%
Participated - alternate assessment, alternate standards	155	7%	208	8%	140	7%
Did not participate	13	1%	33	1%	44	2%
Total	2383	100%	2635	100%	1998	100%

In 2004-05, 2383 4th grade students with IEPs were assessed in reading and math.

Of those:

16% participated with no accommodations in reading, 15% in math

76% participated with accommodations in reading, 78% in math

0% took an alternate assessment against grade standards in reading, 0% in math.

8% took an alternate assessment against alternate achievement standards in reading, 7% in math.

1% of students with IEPs did not participate in reading, 1% in math.

Overall 4th grade participation rate for 2004-05 = 99% in reading, 99% in math.

2635 8th grade students with IEPs were assessed in reading and math in 2004-05.

Of those:

17% participated with no accommodations in reading, 17% in math

74% participated with accommodations in reading 74% in math

8% took an alternate assessment against grade standards in reading, 8% in math

0% took an alternate assessment against alternate achievement standards in reading, 0% in math

1% did not participate in reading, 1% in math

Overall 8th grade participation rate for 2004-05 = 99% in reading, 99% in math

1998 11th grade students with IEPs were assessed in reading and math in 2004-05.

Of those:

20% participated with no accommodations in reading, 20% in math

72% participated with accommodations in reading 71% in math

7% took an alternate assessment against grade standards in reading, 7% in math

0% took an alternate assessment against alternate achievement standards in reading, 0% for math

1% did not participate in reading, 2% in math

Overall 11th grade participation rate for 2004-05 = 99% in reading, 98% in math
 Figures 4 and 5 provide a longitudinal view of participation rates of students with IEPs.

Figure 4: Participation Rates for Students with IEPs – Reading

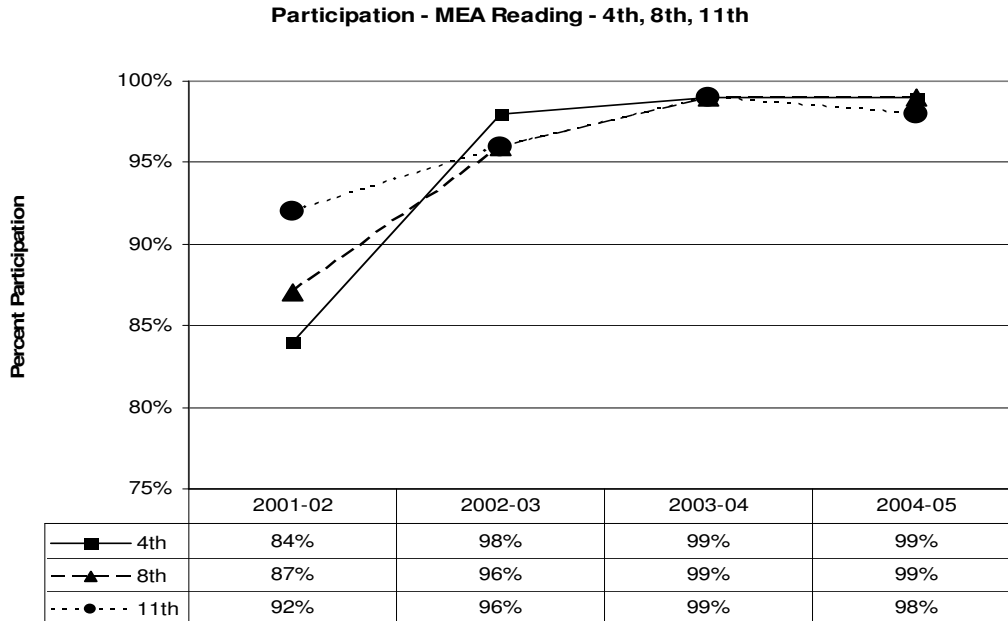
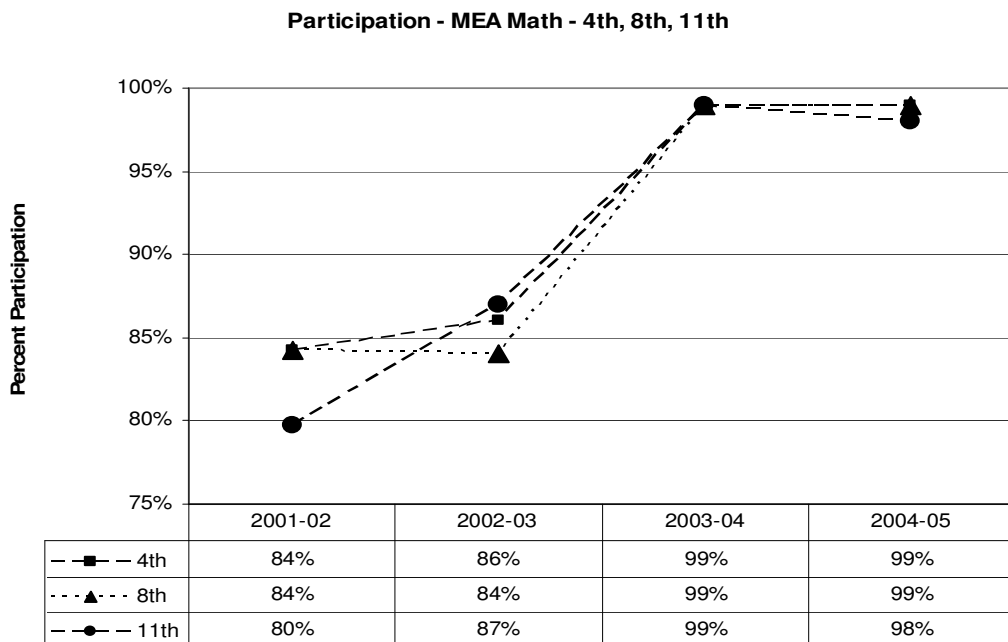


Figure 5: Participation Rates for Students with IEPs – Math



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Maine

3C: Proficiency

Table 3 below shows the percentage of students with IEP who were proficient on the MEA.

Table 3: Proficiency Rates of Students with IEPs on the Maine Educational Assessment 2003-04

Reading	4th Grade			8th Grade			11th Grade		
	# Tested	# Proficient	% Proficient	# Tested	# Proficient	% Proficient	# Tested	# Proficient	% Proficient
Proficient - no accommodations	373	139	37%	448	75	17%	398	60	15%
Proficient - accommodations	1802	315	17%	1944	136	7%	1433	65	5%
Proficient - PAAP, alternate standards	192	19	10%	209	28	13%	138	15	11%
Total	2367	473	20%	2601	239	9%	1969	140	7%
Math	# Tested	# Proficient	% Proficient	# Tested	# Proficient	% Proficient	# Tested	# Proficient	% Proficient
	# Tested	# Proficient	% Proficient	# Tested	# Proficient	% Proficient	# Tested	# Proficient	% Proficient
Proficient - no accommodations	367	92	25%	438	52	12%	393	17	4%
Proficient - accommodations	1848	326	18%	1956	95	5%	1421	20	1%
Proficient - PAAP, alternate standards	155	12	8%	208	18	9%	140	11	8%
Total	2370	430	18%	2602	165	6%	1954	48	2%

Fourth Grade

Of the 2367 4th grade students with IEPs who were tested in reading

37% were proficient without accommodations

17% were proficient with accommodations

10% were proficient on the alternate assessment against alternate standards

0% were proficient on the alternate assessment against grade level standards

Of the 2370 4th grade students with IEPs who were tested in math

25% were proficient without accommodations

18% were proficient with accommodations

8% were proficient on the alternate assessment against alternate standards

0% were proficient on the alternate assessment against grade level standards

Eighth Grade

Of the 2601 8th grade students with IEPs who were tested in reading

17% were proficient without accommodations

7% were proficient with accommodations

13% were proficient on the alternate assessment against alternate standards

0% were proficient on the alternate assessment against grade level standards

Of the 2602 8th grade students with IEPs who were tested in math

SPP Template – Part B (3)

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12% were proficient without accommodations
 5% were proficient with accommodations
 9% were proficient on the alternate assessment against alternate standards
 0% were proficient on the alternate assessment against grade level standards

Eleventh Grade

Of the 1969 11th grade students with IEPs who were tested in reading

15% were proficient without accommodations
 5% were proficient with accommodations
 11% were proficient on the alternate assessment against alternate standards
 0% were proficient on the alternate assessment against grade level standards

Of the 1954 11th grade students with IEPs who were tested in math

4% were proficient without accommodations
 1% were proficient with accommodations
 8% were proficient on the alternate assessment against alternate standards
 0% were proficient on the alternate assessment against grade level standards

Figures 6 and 7 show longitudinal data on the proficiency of students with IEPs against State NCLB established targets. The same targets will be used for students with IEPs since this group constitutes a sub-group within Title 1a.

Figure 6: Proficiency of Students with IEPs on Maine Educational Assessment in Reading 2001-02 - 2004-05

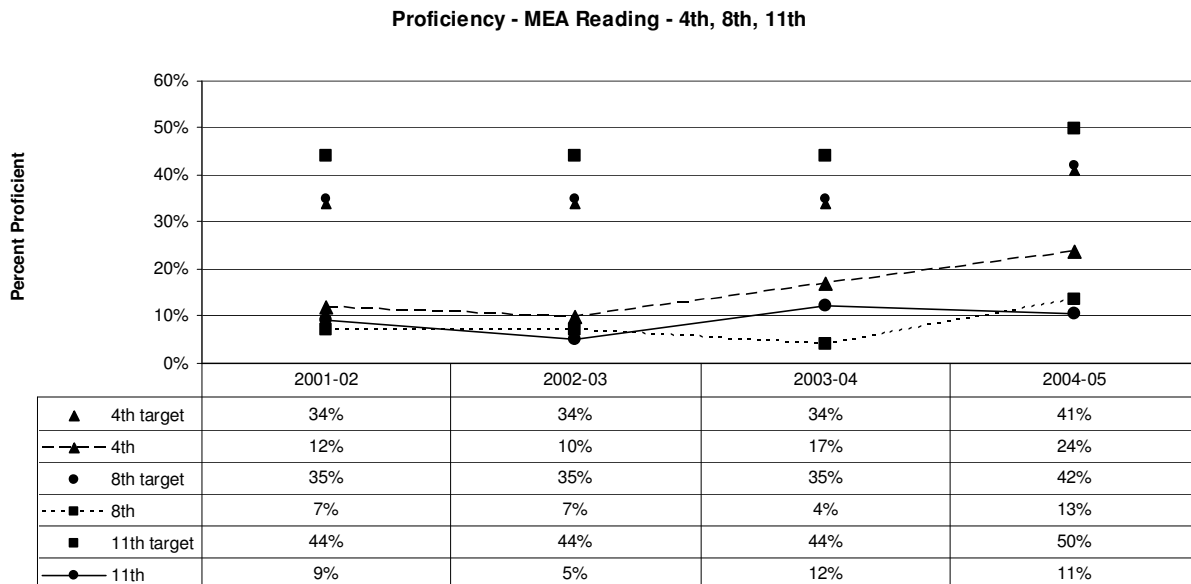
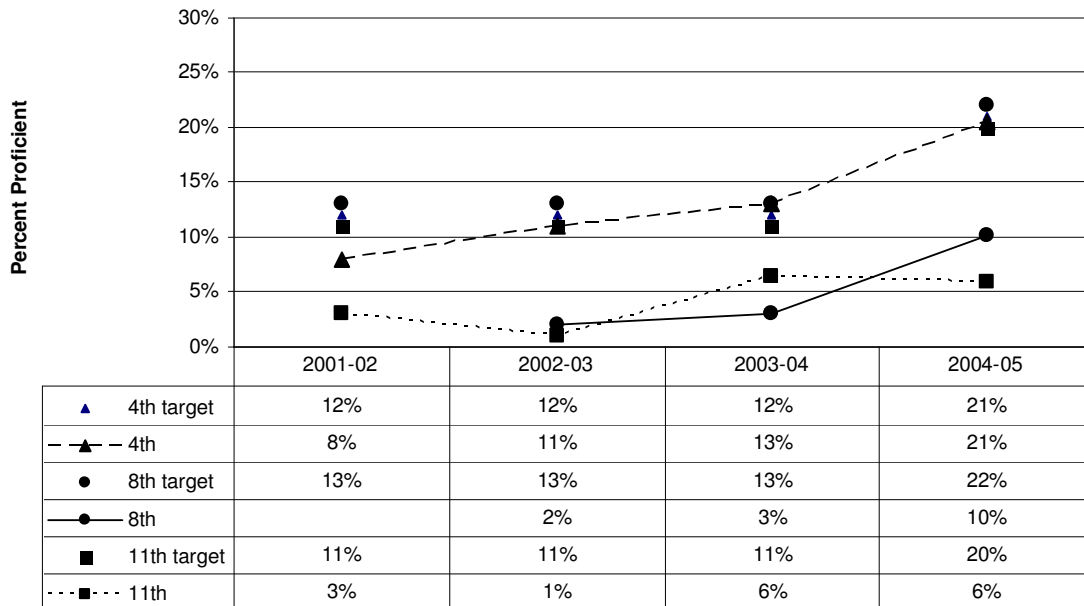


Figure 7: Proficiency of Students with IEPs on Maine Educational Assessment in Math 2001-02 - 2004-05

Proficiency - MEA Math - 4th, 8th, 11th



Discussion of Baseline Data:

The astute reader will have noted that the percentages shown in Table 3 differ slightly from the percentages shown in Figures 6 and 7. For example, the percentage of fourth graders with IEPs who are proficient in reading is 19% according to Table 3, compared to the 24% proficiency rate shown in Figure 6. The reason for the differences is that the data contained in Table 3 came directly from student level files that have been calculated without consideration of subgroup sizes, confidence intervals and other calculations that go into determining the overall proficiency rate. Therefore the proficiency rate shown in Table 3 tends to underestimate the proficiency level of students with IEPs.

The longitudinal proficiency data indicate that efforts to improve reading skills are beginning to have an impact, particularly on 4th graders, but also on 8th graders. Eleventh graders do not appear to be making progress in reading. With regard to math proficiency, the data indicate the 4th graders have reached the target. Eighth graders are improving and even the eleventh grade is showing modest gain.

Measurable and Rigorous Target:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	AYP, Reading 97% AYP, Math 98.8% Participation, Reading 98% 4th, 8th, 90% 11th Participation, Math 98% 4th, 8th, 90% 11th Proficiency, Reading 4th = 41%, 8th = 42% 11th = 50% Proficiency, Math 4th = 21%, 8th = 22% 11th = 22%
2006 (2006-2007)	AYP, Reading 97.5% AYP, Math 99% Participation,, Reading 98% 4th, 8th, 92% 11th Participation, Math 98% 4th, 8th, 92% 11th

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	Proficiency, Reading 4th = 41%, 8th = 42% 11th = 50% Proficiency, Math 4th = 21%, 8th = 22% 11th = 22%
2007 (2007-2008)	AYP Reading 97% AYP, Reading 97.5% AYP, Math 99% Participation, Reading 98% 4th, 8th, 93% 11th Participation, Math 98% 4th, 8th, 93% 11th Proficiency, Reading 4th = 49%, 8th = 50% 11th = 57% Proficiency, Math 4th = 32%, 8th = 33% 11th = 33%
2008 (2008-2009)	AYP Reading 98% AYP Math 99% Participation, Reading 98% 4 th , 8 th , 95% 11 th Participation, Math 98% 4 th , 8 th , 95% 11 th Proficiency, Reading 4 th = 58%, 8 th = 58% 11 th = 64% Proficiency, Math 4 th = 43%, 8 th = 44% 11 th = 44%
2009 (2009-2010)	AYP Reading 98.5% AYP Math 99.5% Participation Reading 99% all grades Participation Math 99% all grades Proficiency, Reading 4th = 66%, 8th = 67% 11th = 71%
2010 (2010-2011)	AYP Reading 99% AYP Math 99.5% Participation, Reading 99% all grades Participation, Math 99% all grades Proficiency, Reading 4 th = 75%, 75 th = 78% 11 th = 50% Proficiency, Math 4 th = 66%, 8 th = 66% 11 th = 66%

Improvement Activities/Timelines/Resources:

Maine will begin using the SAT for eleventh grade students this school year. Until we get the data back we will not know what type of an impact these changes will have on either participation or performance.

The annual goal for the state and for statewide subgroups will rise slowly at first to allow time for school improvements to be reflected in the grade-span scores for student proficiency. Following this “start-up” period, the trajectory is a line up to 100% proficiency by 2014. Any statewide subgroup that is below the state performance target and that improves by less than the amount specified will be labeled as not making adequate progress. MDOE will undertake an improvement plan to address performance of students in the statewide subgroup. Figures 11 and 12 below show the projected targets through for student achievement on the Maine Educational Assessment from 2001-02 through 2013-14 for both reading and math.

NCLB consultants are working closely with schools not making AYP that are in continuous improvement status. They meet with these LEAs and schools and provide technical assistance on core curriculum development, alternate methods of teaching and help the LEA develop a comprehensive work plan to enable the school/LEA to meet AYP. MDOE Special Services staff is working cooperatively with these consultants providing data analysis and program assistance to ensure that children with IEPs meet participation and proficiency targets.

Figure 8: Projected Percent of Students with IEPs Meeting or Exceeding the Standards on the Maine Educational Assessment in Reading: 4th, 8th, and 11th grades.

MEA Performance Targets - Reading

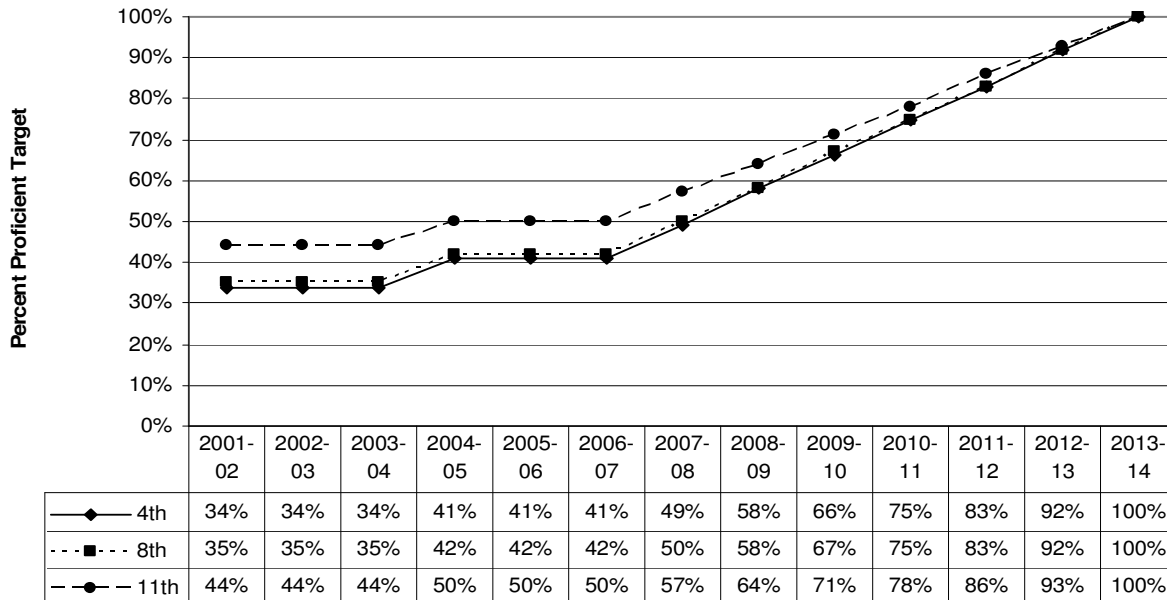
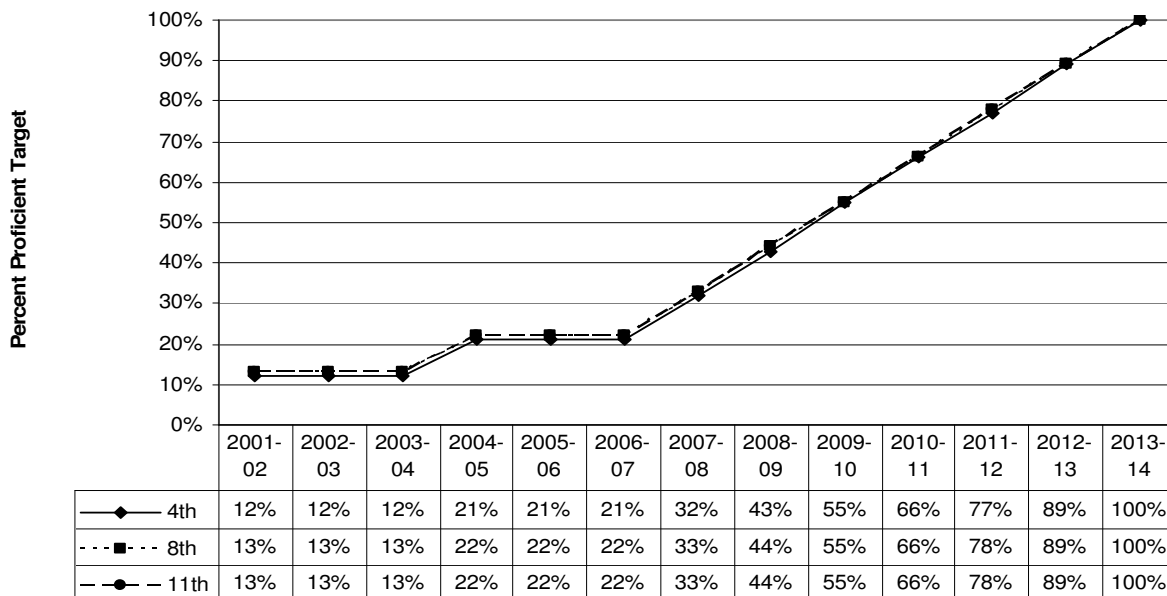


Figure 9: Projected Percent of Students with IEPs Meeting or Exceeding the Standards on the Maine Educational Assessment in Math: 4th, 8th, and 11th grades.

MEA Performance Targets - Math



Part B State Performance Plan (SPP) for 2005-2010**Monitoring Priority: FAPE in the LRE****Indicator 4: Rates of suspension and expulsion:**

- A. Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

A. Percent = # of LEAs identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by # of LEAs in the State times 100.

B. Percent = # of LEAs identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity divided by # of LEAs in the State times 100.

Overview of Issue/Description of System or Process:

The Office of Substance Abuse (OSA) is responsible for tracking suspension/expulsion data along with Incidents of Prohibitive Behavior (IPB) data. MDOE has just this fall begun tracking these data as part of the Maine Education Data Management System (MEDMS). In order to compare general education and special education suspensions/expulsions in a meaningful manner it was necessary to convert the numbers from OSA to percentages.

The suspension/expulsion rate for both regular education special education students. These were then broken out by race.

Definition of Significant Discrepancy

The following decision rules were used to determine if there was a significant discrepancy in the rates of suspensions/expulsions of children with disabilities. A significant discrepancy was defined as follows:

The LEA has to have a minimum of 10 students;

The number of students suspended or expelled has to be greater than 1;

The percentage of special education students suspended/expelled has to be at least two-and-one-half times greater than that of general education students.

If an LEA met these three conditions it was considered as having a significant discrepancy between the suspension/expulsion rates of its general education students and its students with IEPs

Baseline Data for FFY 2004 (2004-2005) for Measurement A

SPP Template – Part B (3)

Maine

Table 4 provides baseline data for Measurement A. Using the discrepancy definition outlined above, twenty-five of the 120 districts who have submitted data thus far suspend or expel 2-1/2 times more students with IEPs than general education students.

Table 4: LEAs that Triggered Due to a Significant Discrepancy in the Rate of Suspension/Expulsion of Students with IEPs 2004-05

	# LEAs
# Triggered	25
# Not triggered	95
Total	120
% Triggered	21%

In order to determine whether the discrepancy between suspension/expulsion of students with IEPs versus general students was narrowing or widening longitudinal data were reviewed.

Tables 5 and 6 show the impact of suspension and expulsion on the general education and special education student population respectively over a six year period.

Table 5: Number of General Education Students Expelled, Removed to an Alternate Setting, or Suspended for a Long Term in 1998-99 - 2003-04

Regular Education Students						
	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04
Regular Education Enrollment	179742	177598	174687	172929	171200	169258
Expulsion	212	297	309	275	297	143
Alternative Placement	282	322	664	261	163	267
Long-Term Suspension	238	419	350	268	331	236
Total	732	1038	1323	804	791	646

Table 6: Number of Special Education Students Expelled, Removed to an Alternate Setting, or Suspended for a Long Term 1998-99 - 2003-04

Special Education Students						
	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04
Special Education Enrollment	31185	31655	32350	32657	33137	32767
Expulsion	51	34	49	44	42	44
Alternative Placement	254	236	189	156	135	165
Long-Term Suspension	109	193	182	112	183	153
Total	414	463	420	312	360	362

Figures 10 - 13 provide six and seven-year baselines for combined suspension/expulsion rates, expulsion rates, long-term suspension rates, and removals to alternate placement rates.

Figure 10: Combined Expulsion/Suspension Rates: General Education Students vs. Students with IEPs 1998-99 to 2004-05.

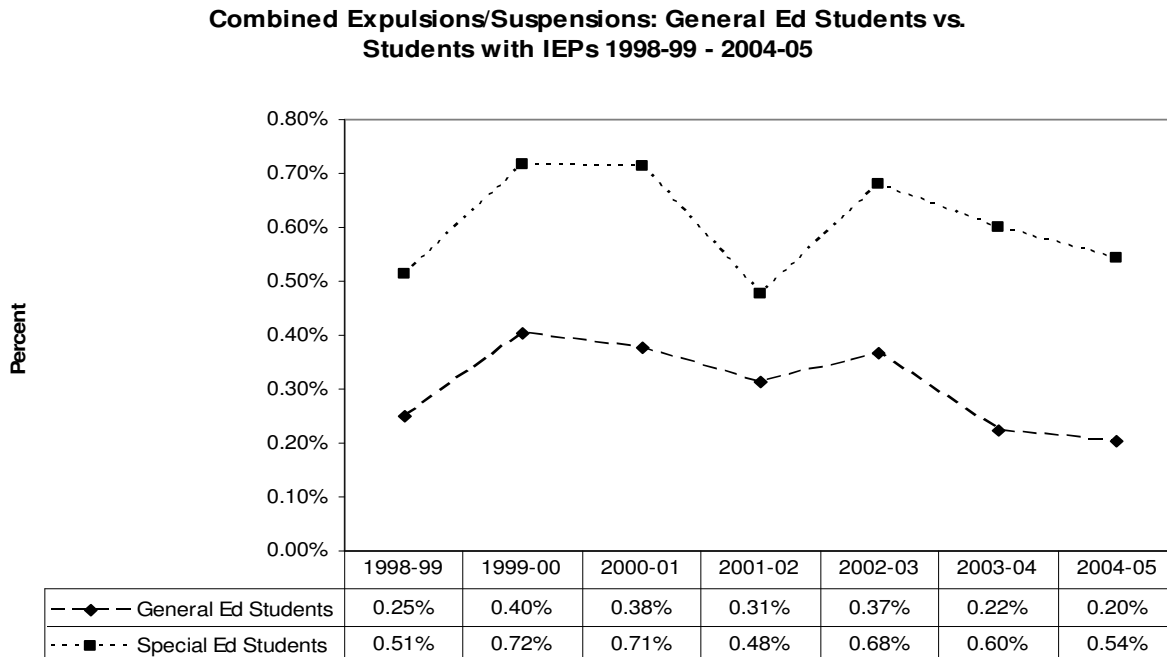


Figure 11: Expulsion Rates: General Education Students vs. Students with IEPs from 1998-99 to 2003-04.

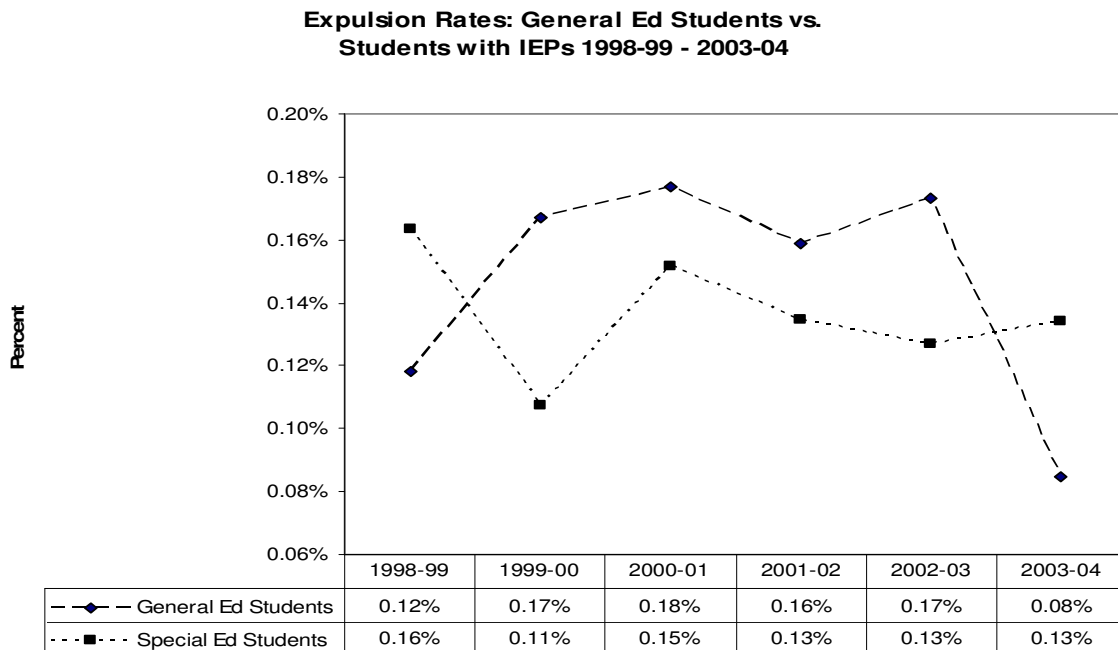


Figure 12: Long Term Suspension Rates: General Education Students vs. Students with IEPs from 1998-99 to 2003-04.

Long Term Suspension Rates: General Ed Students vs. Students with IEPs 1998-99 - 2003-04

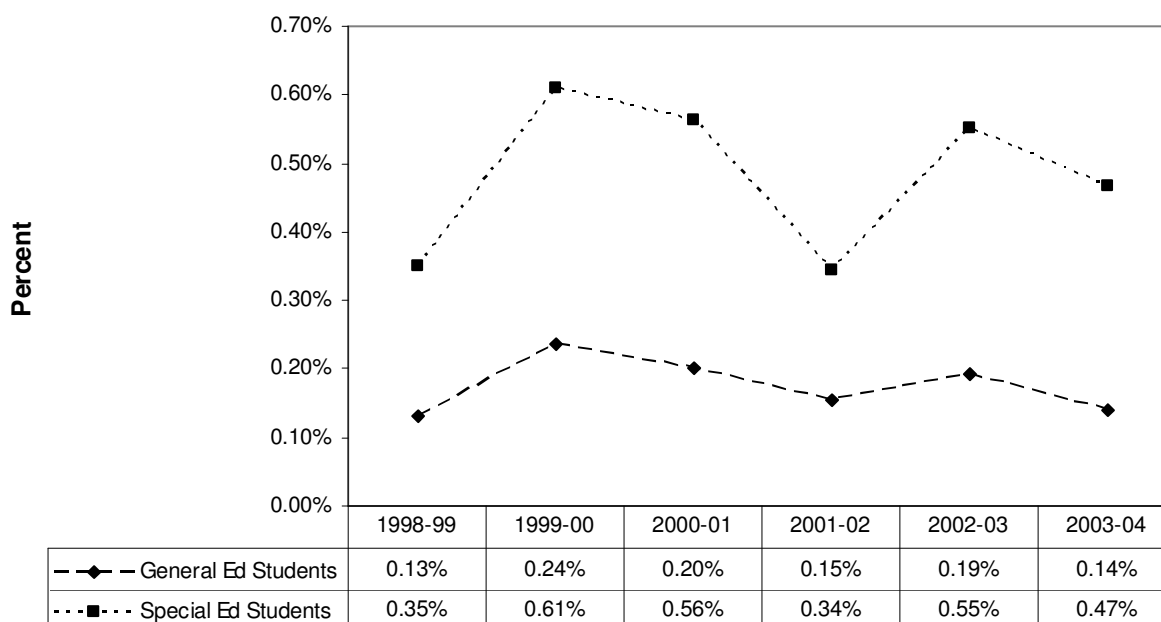
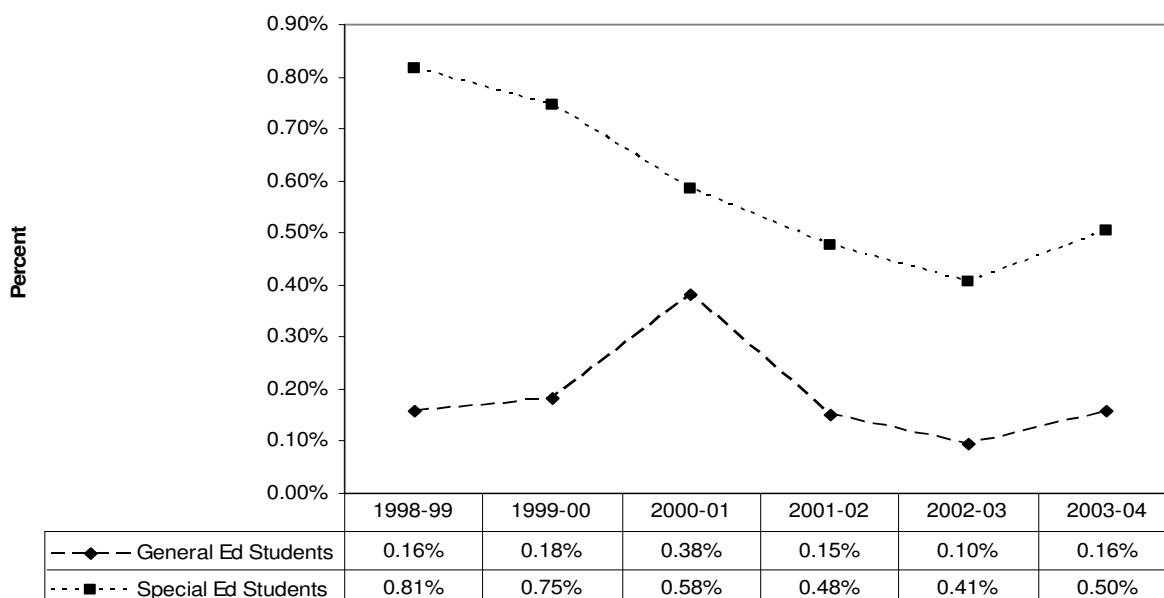


Figure 13: Removal to Alternative Placement Rates: General Education Students vs. Students with IEPs from 1998-99 to 2003-04.

Alternative Placement Rates: General vs. Special Ed 1998-2003



Baseline Data for FFY 2004 (2004-2005) for Measurement B

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Maine

Table 7: LEAs that Triggered Due to a Significant Discrepancy in the Rate of Suspension/Expulsion of Students with IEPs by Race

	White	Black	Hispanic	Asian	American Indian
# Triggered	25	2	0	2	1
# Not triggered	95	118	120	118	119
Total	120	120	120	120	120
% Triggered	21%	2%	0%	2%	1%

Discussion of Baseline Data:

Suspension, Expulsions, and Removal

The data shown in Tables 5 and 6 represents only those 120 LEAs that had reported as of 10/21/2005. Using the method outlined above (i.e. at least 10 students, more than 1 suspension/expulsion, a percentage rate of at least 2.5 times more special education kids suspended/expelled than general education kids) - and referring to the data in Figure 13 above, Maine suspended or expelled significantly more special education students in 1998-99, 1999-00, and 2003-04 and 2004-05.

The data in Table 5 shows that 25 or 21% percent of the 120 LEAs that submitted data, suspended/expelled significantly more special education students than regular education students.

The data in Table 6 shows that 25 LEAs suspend significantly more white students with IEPs than white general education students, 2 LEAs suspend more African American students with IEPs than African American general education students, 2 LEAs suspend/expel more Asian students with IEPs than Asian general education students, and 1 LEA suspends/expels more American Indian students with IEPs than American Indian General Education students. The data also show that the number of special education students who are being removed to alternative programs is trending downward rather than upward.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Decrease the number of districts with significant discrepancies between general education and special education by 50%, from 25 to 13.
2006 (2006-2007)	Decrease the number of districts with significant discrepancies between general education and special education by 50%, from 13 to 7.
2007 (2007-2008)	Decrease the number of districts with significant discrepancies between general education and special education by 50%, from 7 to 4.
2008 (2008-2009)	Decrease the number of districts with significant discrepancies between general education and special education by 50%, from 4 to 2.
2009 (2009-2010)	Decrease the number of districts with significant discrepancies between general education and special education by 50%, from 2 to 1.
2010 (2010-2011)	No Significant Discrepancies

Improvement Activities/Timelines/Resources:

Maine is aware of the close linkages between graduation rate, dropout rate and suspension/expulsion rate.

Year 1: During the first year, the plan is to identify the 25 LEAs with the highest dropout rate and the highest suspension/expulsion rate. This exercise will also identify LEAs with the lowest of these rates. These LEAs will be notified of their status on these indicators and the low performing LEAs will be provided provide technical assistance to help assess the LEA environment and policies to see what can be done to lower the rates.

Maine will also disseminate best practice guidelines by identifying districts that have low suspension/expulsion rates, pilot projects that reduce expulsion/suspension, and inquire into the

effectiveness of alternative education programs or other hands-on education that will prevent students from dropping out while still meeting *The Learning Results*.

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day;²
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

A. Percent = # of children with IEPs removed from regular class less than 21% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.

B. Percent = # of children with IEPs removed from regular class greater than 60% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.

C. Percent = # of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements divided by the total # of students aged 6 through 21 with IEPs times 100.

Overview of Issue/Description of System or Process:

Statewide data have been reported in aggregate form in the Annual Performance Report for several years. The State Continuous Improvement Monitoring Process incorporates an LEA by LEA report structure that calculates A, B, and C for each LEA. The report is used as a portion of the Focused Monitoring process to highlight schools with significant deviations in their data as potential candidates for on-site monitoring visits. A five-year, statewide trend exists showing overall percentage of students in classroom settings.

The State uses this indicator among others to determine whether an LEA will be monitored in a given year. An LEA triggers on this indicator if all of the following conditions are met:

- a. There are at least 10 students;
- b., there is at minimum a 20% variance between the state average and the LEA average, and;
- c., a standard deviation of +/- 1.96 obtains when subjected to a difference in proportion test.

An LEA triggers on A if they have too few students removed from regular class less than 21% of the day. An LEA triggers on B and C if they have too many students removed from regular class greater

² At the time of the release of this package, revised forms for collection of 618 State reported data had not yet been approved. Indicators will be revised as needed to align with language in the 2005-2006 State reported data collections.

SPP Template – Part B (3)

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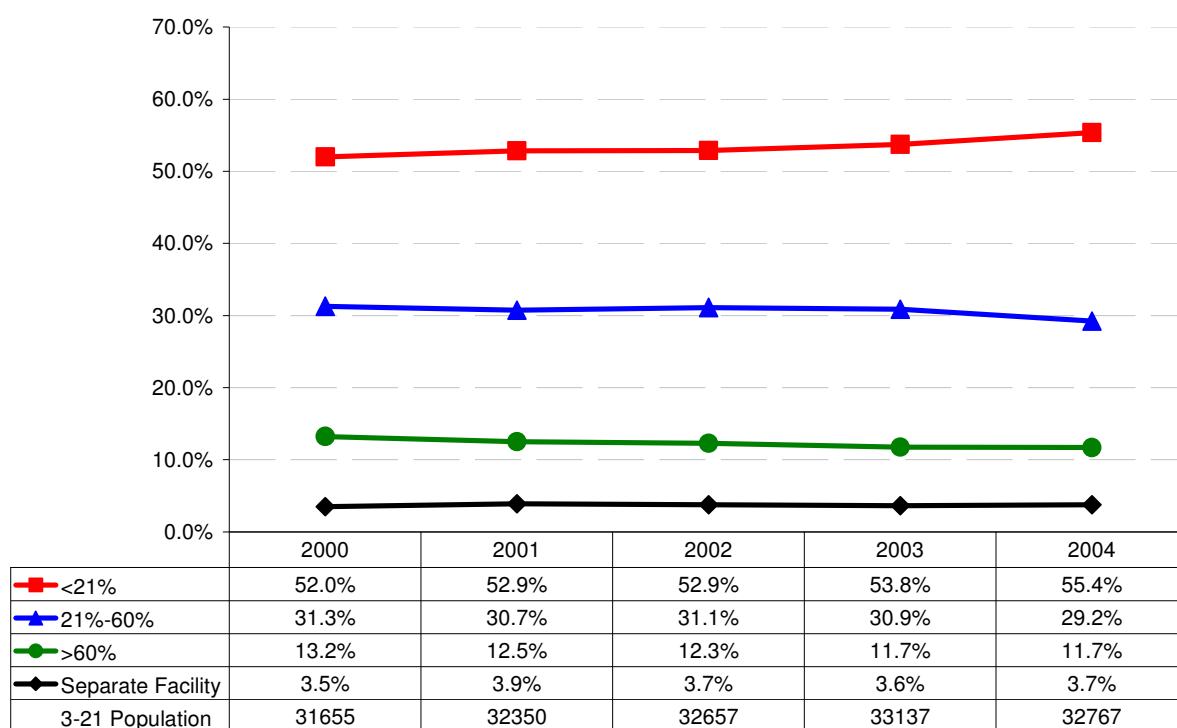
than 60% of the day. Currently an LEA will also trigger if the have too many students removed from regular class between 21% and 60% of the day. These criteria are based on a comparison of the LEA percentages against state average percentages.

Baseline Data for FFY 2004 (2004-2005):

Maine Department of Education - EF-S-05 Reports					
Year	Age 6-21	6-21 <21%	6-21 21%-60%	6-21 >60%	6-21 separate facility
2000	31655	16456	9901	4190	1108
2001	32350	17099	9947	4047	1257
2002	32657	17269	10158	4011	1219
2003	33137	17813	10229	3891	1204
2004	32767	18145	9569	3829	1224

Source: http://portalx.bisoex.state.me.us/pls/doe/eddev.efs05_user_reports.find_county?v_source=cedp

Percent Educational Placement of Students 6-21 With IFSPs or IEPs



The students depicted by the data labeled “<21%” of the time are those students frequently referred to as “regular classroom” placements; it is anticipated that the new language of this indicator will present an affirmative expression of their placement as “in regular classroom for greater than 80% of the school day” or something similar. The students depicted by the data labeled “21%-60%” are those students formerly identified as “resource room” students, which this indicator does not measure. The students depicted by the data labeled “>60%” are those students formerly identified as “self-contained” classroom students whose needs are far greater than can be served in a regular classroom setting. “Separate Facility” placements include Public Separate Day School Placement,

SPP Template – Part B (3)

Maine

Private Separate Day School Placement, Public Residential Placement, Private Residential Placement, Homebound or Hospital Placement, Early Childhood Setting, Early Childhood Special Education Setting, Home, Part-Time Early Childhood/Part-Time Early Childhood Special Education, Residential Facility, and Separate School (within or outside the State).

Discussion of Baseline Data:

“Regular classroom” placements have increased 3.4% over the past five years while the “self-contained” placements and “Separate Facility” have decreased just over 1.3%. During the same timeframe, there has been a decrease of 2.1% for students who spend more than 20% but less than 60% of their time outside of the regular classroom. The data represent the improvement in inclusion that supports students with disabilities.

The long-standing assertion in special education literature is that students with disabilities included in the regular classroom activities and academics perform better than those taught outside the regular classroom. Data confirm that State practices and procedures are increasing the rate of inclusion of students with disabilities into the regular classroom. Focused monitoring uses this measure as one of its factors for school selection, so there is a systemic influence that may be nudging practice toward increasing inclusion into the regular classroom.

National data for the year 2003 (the latest posted) show that Maine’s “regular class” inclusion rate of 53.8% is slightly above the National average of 49.9%. Twenty-three (23) states report higher inclusion rates than Maine. Eighteen (18) states place a higher percentage of their students outside the regular classroom greater than 60% of the time. Thirty-nine (39) states place a lower percentage of their students in separate facilities than does Maine. This places Maine in the middle of the states in terms of performance overall.

The stakeholder group considered the data at length, indicating various reactions. Some consider the State’s performance to be quite good, and would allow a decrease in the inclusion percentage. Others felt that continued improvement in inclusion in the regular classroom would support improvement of scholastic performance of students with disabilities. Both positions have merit, but continuing to increase the percentage students with disabilities served in regular classroom settings remains a priority for the Department. The Measurable and Rigorous Targets project improvement in the primary inclusion objective, with smaller changes in remote placements.

FFY	Measurable and Rigorous Target		
	A. Removed from regular class less than 21% of the day	B. Removed from regular class greater than 60% of the day	C. Served in public or private separate schools, residential placements, or homebound or hospital placements
2005 (2005-2006)	60%	12%	4%
2006 (2006-2007)	61%	11%	4%
2007 (2007-2008)	62%	10%	3.7%

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2008 (2008-2009)	63%	9%	3.5%
2009 (2009-2010)	64%	9%	3.3%
2010 (2010-2011)	65%	9%	3.1%

Improvement Activities/Timelines/Resources:

In order to increase the percentage of students with disabilities included in the regular classroom, a number of improvement activities will be implemented:

Years 1-2:

- Employ the latest proven technology for universal design in the classroom
- Increase the use and understand of assistive technology in the classroom
- Continue staff development efforts in differentiated instruction techniques, inclusion strategies, tolerance, and other supportive approaches in the classroom

Years 3-6:

- Improve and increase sharing among school systems to broaden the use of best practices and build more equity among LEAs
- Increase the availability and usage of assistive technology assessment professionals across the State
- Build collaborative structures, incentives and supports between the Department of Health and Human Services and the Department of Education to reduce the number of State Agency Clients, State Wards, and other students at risk who are placed in separate facilities rather than typical classroom settings.

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

<p>Measurement: Preschool children aged 3 to 5 years receiving special education services in Maine may have those services documented in an Individualized Education Program (IEP) or in an Individualized Family Services Plan (IFSP) as determined by the Early Childhood Team (ECT) or Pupil Evaluation Team (PET) defining the service needs for the child. Maine is serving children aged 3 to 5 in a seamless 0 to 5 system that assures minimum transition disruption of service for developmental issues in the formative years of life. Most of the state's children are served at age 3 in Child Development Services, while many are served in LEAs by age 5. For the purposes of this measurement, IEP and IFSP are considered to be equivalent.</p>

<p>The percentage of preschool children with an IFSP or IEP served in settings with their typically developing peers is determined by dividing the number of children served in typical environments by the total number of children served.</p>
--

Overview of Issue/Description of System or Process:

This measurement is a "Natural Environments" indicator that is used to verify that children with Individualized Family Service Plans (IFSPs) or Individualized Education Program (IEP) are receiving their early intervention services in the setting least restrictive to their engagement and learning. Children age 3 through 5 more easily progress in their natural environments e.g. in their homes or in programs including other children of their age and abilities. These data are reported on an ongoing basis by each Early Intervention Center as children are served throughout the year. February 1 of each year, the state reports these data to the Office of Special Education Programs (OSEP) as part of the Individuals with Disabilities Education Act (IDEA) Part B data collection (TABLE 3 – INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS).

Maine is a rural state where children often live a long distance from service provider locations or community-based early childhood centers. Multiple approaches are used to move early childhood environments as close to children as is feasible. Preschool children with special education or developmental needs are served among their typically developing peers in early childhood centers, preschool programs, 4 year old pre-kindergarten programs, and similar settings located throughout communities in the state. Additionally, service providers travel to children at their homes or day-care settings to provide services and in part-time special education settings (<20% of the learning hours). "Typical" environments include early childhood (settings with structured learning activities and skilled teaching professionals), home settings, and part-time (<20%) early childhood special education programs. Settings not considered to be typical are separate facilities, and early childhood special education programs where the child is outside a typical setting for more than 20% of the time.

Service to the 3 to 5 age group in Maine is evolving. Child Development Services (CDS) has been the lead agency in the Maine Department of Education for service to all children birth to age 5. Improvement needs in administrative efficiency and consistency of reporting are driving changes in

SPP Template – Part B (3)

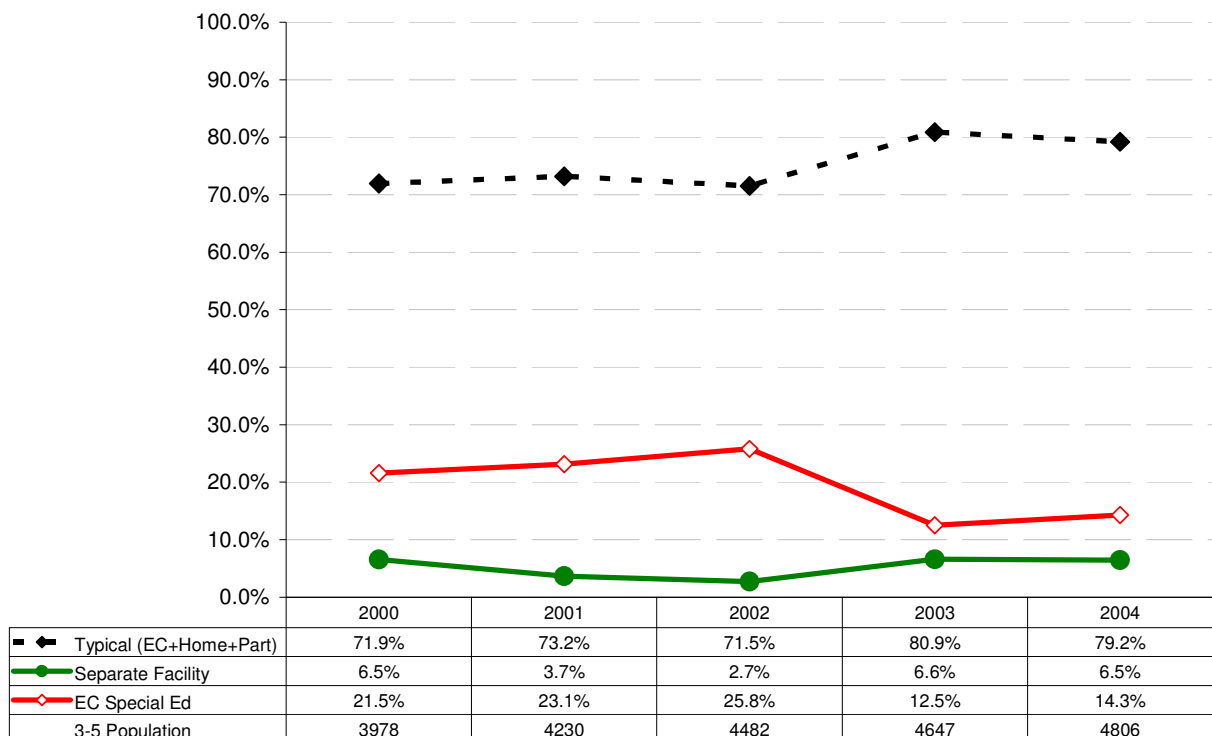
Maine

the structure of the CDS system. Consolidation of certain functions across sites, consistent data definitions in reporting processes and procedural improvements are being implemented. It is expected that the changes will improve services for all children and increase the alignment of early childhood services with those in school-based settings.

Baseline Data for FFY 2004 (2004-2005):

Baseline trend data for the past five years are shown in the graph below. The percentage of children who received special education and related services in settings with typically developing peers is displayed as a dashed line. "Typical" is shown in the chart and graph to represent the measurement defined by this indicator; it is the sum of "EC (Early Childhood) Setting", "Home", and "Part Time" (part-time early childhood/part-time early childhood special education settings).

Percent of Students 3-5 With IFSPs in Various Settings



Discussion of Baseline Data:

Children with IFSP/IEPs are being served in typical settings at a rate that is increasing approximately 2% per year. The upward trend in typical settings is due largely to increases in inclusion of special needs and developmentally delayed children into Early Childhood settings with their typically developing peers, decreasing the percentage of children served in early childhood special education. Steady progress increasing the number and percentage of children included in typical settings is evident in the trend. However, it is believed that progressing at that same rate indefinitely to include

SPP Template – Part B (3)

Maine

all children is not possible since a small percentage of children will continue to need services provided by intensive early childhood special education environments and in separate facilities.

National data indicate that Maine serves children in settings with their typically developing peers at a level above the national average of 53% in 2003 (the latest National data available). Only three (Illinois, Kentucky and Massachusetts) of the 50 States post a higher percentage than Maine's 80.9% of children served in typical settings.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	81% of Children 3-5 receiving services.
2006 (2006-2007)	83% of Children 3-5 receiving services.
2007 (2007-2008)	84% of Children 3-5 receiving services.
2008 (2008-2009)	85% of Children 3-5 receiving services.
2009 (2009-2010)	85% of Children 3-5 receiving services.
2010 (2010-2011)	85% of Children 3-5 receiving services.

Improvement Activities/Timelines/Resources:

Maine Department of Education Staff and the Maine Advisory Committee of the Education of Children with Disabilities (the Stakeholder Group) maintain a list of improvement activities that are pursued actively in operational sessions and planning activities. The groups regularly analyze data, monitor legislation, review regulations, evaluate environmental factors, and discuss opportunities as they become apparent. The list below depicts those items highlighted during the development of this indicator, but will change throughout the year as new concerns arise:

- As changes continue in the CDS system, the State will monitor settings data to assure that children are served in the least restrictive environment. Professional development contractors will provide training to individuals who develop IFSP/IEPs on strategies to get services needed to support children's needs.
- Data personnel in the reporting sites will continue to receive regular professional development to assure that the data sustains high accuracy regarding settings' data definitions.
- State program and data personnel will monitor and assess data collection methods, data definitions, and reporting requirements to ensure consistent and compatible criteria are applied for all children.

- CDS Sites will continue to recruit and retain qualified service providers throughout the state in order to assure availability of service in all communities and rural regions.

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

- A. Positive social-emotional skills (including social relationships):
- a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = $\frac{\text{\# of preschool children who reach or maintain functioning at a level comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed times 100}}$.
 - b. Percent of preschool children who improve functioning = $\frac{\text{\# of preschool children who improved functioning}}{\text{\# of preschool children with IEPs assessed times 100}}$.
 - c. Percent of preschool children who did not improve functioning = $\frac{\text{\# of preschool children who did not improve functioning}}{\text{\# of preschool children with IEPs assessed times 100}}$.
- If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If $a + b + c$ does not sum to 100%, explain the difference.
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = $\frac{\text{\# of preschool children who reach or maintain functioning at a level comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed times 100}}$.
 - b. Percent of preschool children who improved functioning = $\frac{\text{\# of preschool children who improved functioning}}{\text{\# of preschool children with IEPs assessed times 100}}$.
 - c. Percent of preschool children who did not improve functioning = $\frac{\text{\# of preschool children who did not improve functioning}}{\text{\# of preschool children with IEPs assessed times 100}}$.
- If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If $a + b + c$ does not sum to 100%, explain the difference.
- C. Use of appropriate behaviors to meet their needs:
- a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = $\frac{\text{\# of preschool children who reach or maintain functioning at a level comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed times 100}}$.
 - b. Percent of preschool children who improved functioning = $\frac{\text{\# of preschool children who improved functioning}}{\text{\# of preschool children with IEPs assessed times 100}}$.
 - c. Percent of preschool children who did not improve functioning = $\frac{\text{\# of preschool children who did not improve functioning}}{\text{\# of preschool children with IEPs assessed times 100}}$.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

Overview of Issue/Description of System or Process:

Both the MACECD group and the small group of the Assessment Committee members agreed that focused evaluation of tools would need to take place to determine those best able to meet Maine's needs and that the full Assessment Committee would be the best group to ask for help in planning and putting a new system in place. However, this will be a new charge that will be asked of that committee. Some members may not wish to continue with the new work focused on outcomes. This will result in a possible shift in membership or structure of the Assessment Committee. What the new structure will look like cannot be determined until the idea is presented to the group in December.

In the meantime, a small group of people familiar with the CDS system and early childhood assessment will meet to prepare a work plan to present to the full Assessment Committee. This small group will also form the core of the work group that reviews possible tools to use in the measurement of child outcomes. Additional members will be solicited from the Assessment Committee and the group will report back to the full Assessment Committee.

Description of the outcome measurement system for Maine:

The outcome measurement system for Maine includes:

- 1 Policies and procedures to guide outcome assessment and measurement practices;
- 2 Provision of training and technical assistance supports to regional Child Development Services (CDS)
- 3 Quality and monitoring procedures to ensure the accuracy of outcomes data;
- 4 Data system elements for outcome data input and maintenance, and outcome data analysis functions.

Each of these elements is described below:

Policies and procedures to guide outcomes assessment and measurement practices:

Maine's Child Development Services (CDS) system is a 0-5 system. Therefore, the population of children for whom outcome data will be collected includes all children 0-5 with IFSP/IEPs. Maine has developed Early Learning Guidelines for use by instructors of preschool children. When a young child is determined to be eligible for services under a Part B category, annual goals will be developed that are aligned with the recommended *Early Learning Guidelines* for the pertinent area.

A full and individualized evaluation of a child's present level of functioning must be conducted to determine eligibility prior to entry into the CDS system. Just over a year ago, work was begun by an Assessment Committee to clarify the necessary distinctions in eligibility between IDEA Part C and Part B 619 children. After lengthy research and discussions among various stakeholder groups, decisions have been made to:

- standardize multi-domain assessment to determine eligibility of children between birth and age three; and
- to begin to align eligibility, as well as special services program development, of the three to school aged five year old children with Maine's *Early Learning Guidelines*.

Eligibility of children must be determined by using multiple sources of data and must not be dependent upon a single test score. Evaluation procedures may include, but are not limited to, observations, interviews, behavior checklists, structured interactions, play assessment, adaptive and developmental scales, criterion-referenced and norm-referenced instruments, and clinical judgment. It is recommended

that observations of the child should be made in his or her natural/least restrictive environment, that is, the setting within the community where infants, toddlers and preschool children without disabilities are usually found (e.g., home, child care, Head Start) and must document areas of strength and areas that are a focus of concern.

The outcome measurement system will address the following:

- A) How the outcome measurement system relates to other initiatives in Maine
- B) Who and how stakeholder groups will be involved in the outcome measurement system
- C) The findings of a survey on commonly used assessment tools at the local level
- D) A definition of outcomes relative to Maine's early learning guidelines/standards
- E) A review of crosswalks of assessment tools to outcomes; how the tools support Maine's values, beliefs and policies about assessments; and a determination of whether or not Maine will require CDSs to select from a list of "approved" tools.
- F) How to score and report the data
- G) A training protocol and timeline
- H) A plan to field test the system

The State Department of Education will work with stakeholders to develop a process for collecting data and to finalize data collection procedures. Review of existing data on the child could be done at the Early Childhood Team (ECT) meeting or within a specified time period with other professionals after the child enters the program. This includes evaluations and information provided by the parents of the child, current classroom-based assessments and observations by teachers and related service providers. CDS will designate a person(s) to oversee data collection and interpretation. Maine is considering the use of the ECO child summary form as a framework for this data collection. Initial levels of performance in the three outcome areas of this indicator will serve as the first data point. Sites will also assess all children annually, prior to the renewal of the IFSP or to transition from Part C to Part B 619. Assessments will also be administered to all children exiting the system who have been in the system at least six months.

Provision of training and technical assistance supports:

Representatives of the Commissioner's Steering Committee are currently assisting state staff in developing a plan and timeline for training and professional development. State staff and contracted consultants will provide statewide and regional training for CDS staff and contractual personnel during winter and spring 2005-2006 in the following areas: using outcome measurement procedures, reporting/entering data, and interpreting/using the data for program improvement. The NECTAC Technical Assistance Coordinator for Maine will also assist in identifying resources for this training.

Quality assurance and monitoring procedures to ensure the accuracy and completeness of the outcome data:

The State CDS staff is revising monitoring procedures so that when records are selected for record review, a review of information used for outcome measures will be included in the protocol. Error checks are also being built into the state data system.

Data system elements for outcome data input and maintenance, and outcome data analysis functions:

The state is in the process of modifying the data system for Part C and Part B to add outcome data to the required fields. The state will have the ability to analyze the Time 1 and Time 2 ratings from the data system. Current data systems will also be modified to capture, aggregate, and report the data by site.

Baseline Data:

Baseline data are not available at this time; however, the parameters/strategies for measurement are described below.

Who will be included in the measurement?

Children for whom the initial IFSP is completed after January 1, 2006 (specific beginning date to be determined by DOE staff) who are ages birth through 5 years and who receive services for at least six months before exiting the program. Stakeholder involvement will be used to develop a plan to phase in the outcome measurement process with CDS Directors. The plan will be revised based on findings and recommendations learned from the phase in.

What assessment/measurement tool(s) will be used for baseline data collection and who will conduct the assessments?

Approved assessment measures, observation, informed clinical judgment and information provided by the family will be used to inform the rating in each of the three outcome areas. The ECO Summary Form which summarizes each child's level of functioning in each of the three outcome areas in relation to typically developing peers is being considered for use. We anticipate a model in which the CDS designee(s) reviews existing data on the child. This could be done at the IFSP meeting with the IFSP team or within a specified time period with other professionals after the child enters the program. Again, the rating will be based on existing data on the child which includes evaluations and information provided by the parents of the child, current classroom-based assessments and observations if child has been enrolled in a classroom and other observations by teachers and related service providers.

Using a gradual approach, Maine will report entry data on children entering CDS from July 1, 2005 to September 30, 2006. For each outcome area, Maine will report:

- A) Percent of children at entry who are functioning at a level comparable to same-aged peers;
- B) Percent of children at entry functioning at a level below same-aged peers.

When will measurement occur?

Outcome ratings will be discussed and determined at or near child's entry into the CDS Program. Subsequent assessments, which will be conducted annually and at or near child's exit from the Part C or 619 program, will provide a second data point. Comparison of the two scores will provide baseline data.

Who will report baseline data to whom and in what form?

Outcome rating scores in each outcome area will be entered into an on-line database by the CDS designee(s) at the site level. Designated staff at the Maine DOE will have access to the data screens. The data system has a security system to limit access to individual child data to appropriate personnel.

How will data be analyzed?

The outcome ratings from entry data will be matched to exit outcome ratings for individual children. At the CDS and state levels, analysis of matched scores will yield for each of the three outcomes:

- A) Percent of children who reach or maintain functioning at a level comparable to same-aged peers
- B) Percent of children who improved functioning
- C) Percent of children who did not improve functioning.

Maine DOE staff will analyze by LEA and by state, the entry status of children, exit status, and the percentages of children who increased ratings from entry data to exit data (moved nearer to typical development).

Discussion of Baseline Data:

The first data collection point will be collected after January 1, 2006 and by September 30, 2006. A second set of data will be collected October 1, 2006 to June 30, 2007 per child upon exiting from CDS after receiving services for at least six months. Baseline will be determined based on a comparison of these two data points. Baseline data will be reported in the February 2008 Annual Performance Report.

Measurable and Rigorous Target:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	
2010 (2010-2011)	

Improvement Activities/Timelines/Resources:

Improvement Activities/Timelines/Resources:

Year 1 – 2005-06

A subcommittee of the existing Assessment and Eligibility Committees will review instruments for alignment with Maine's Early Learning Guidelines in the areas of social-emotional, behavior, early literacy and language/communication, in an effort to standardize the assessment process used to glean data for this indicator.

The results of the instrument review will be shared with the respective committees. The committees will then determine which instrument(s) are able to provide the most reliable data regarding children's progress toward the completion of their annual goals, and those instruments will become the basis of collecting data on this indicator.

CDS sites' ECT procedures and policies will be reviewed for consistency. Based on the findings above, a complete framework for categorizing the structure and findings of an ECT will be developed. A standard

rating system for summarizing ECT findings related to the child's progress will be established and, using the new ECT framework a consistent and reliable method to codify all the individual information will be developed. Maine is considering using the ECO Summary tool for this purpose.

Current data systems will be modified to capture, aggregate, and report the data by site.

A training and professional development system related to the child outcome assessment system will be developed and implemented for all special educators of young children.

Draft work plan for core subcommittee:

December 2005

- Conduct/review crosswalks of tools to outcomes to see how they compare to the outcomes and to Maine's new Early Learning Guidelines.
Use ECO crosswalks and any done by GSEG administrators.
- Determine current assessment tools used at the site level
Gather this information through the work already completed by the Assessment Committee.
- Compare assessment tools to the CDS system's values, beliefs, and newly forming policies in regard to evaluation.
Draw on work and experience of Assessment Committee
Solicit feedback from Site Directors
- Decide if Maine will require local sites to select from a list of "approved" tools or require use of one tool. If so, determine what tools will be approved.
Solicit feedback from Site Directors
- Review ECO Center's Outcomes Summary tool for possible use as framework work for synthesizing, at and ECT meeting, all input and data about a child's progress.

January 2006

- Create a draft Outcomes Measurement System Plan and send out to community for feedback via the list serve created from the October Conference, to Site Directors, the Provider/Director workgroup, the CDS Professional Development Committee, and the Commissioner's Steering Committee, the Maine Parent Federation, and MACECD.
- Revise Maine's data system and develop monitoring system accordingly
- Working with the CDS Professional Development Committee, develop and deliver a training and technical assistance plan for the implementation of the Outcomes system.
Target training to CDS Staff, contracted providers and programs, and families.

March 2006

- Conduct pilot test data collection.
Gather feedback from the Site Directors.
- Revise training plan and implement system-wide.

Year 2 – 2006-07

By year 2, entry data on all children with an IEP / IFSP will begin to be collected.

Data will also be collected on any children who qualify for services for the first time during this year. Prior to the annual review of a child's IEP, his/her progress will be measured through the instrument selected for use in Maine.

Year 3 – 2007-08

By year 3, children already in service will enter Kindergarten with outcome data informing their teachers of progress achieved and the rate at which progress might be expected for each child.

The committees will receive and review information regarding the data collection process and will be able to make any adjustments or revisions to the plan developed in year 1.

The first full year of data will be collected for children who entered services during year 2.

Additional training and professional development activities will be developed and delivered for special educators of young children.

Years 4–6 – 2008-11

Continuing assessment of the data collection system

Continuing training and professional development

Resources

Northeast Regional Resource Center
National Early Childhood Technical Assistance Center
University of Maine

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

<p>Measurement:</p>

<p>Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.</p>
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Overview of Issue/Description of System or Process:

The MDOE monitoring office for School Administrative Units (SAUs) of school age children (5 through 20) mails a parent survey prior to a monitoring office visit to a State Administrative Unit (SAU). Child Development Services (3-5 year olds) sent a survey in 2004 and has plans to institute an annual survey as part of its monitoring program. The questions in these previously used surveys will not provide data for this indicator. The survey for Indicator B-8 will be used for monitoring purposes once the surveys are piloted and are formally adopted.

OSEP found non-compliance in the graph submitted in FFY 2002 APR and in the same graph submitted in FFY 2003 APR. This will be rectified through the use of this survey data. (OSEP Letter October 27, 2005 Page 12)

Baseline Data for FFY 2004 (2004-2005):

This is a new indicator and there is no baseline data.

Discussion of Baseline Data:

Year 1: December 2005 to December 2006

- Modify the NCSEAM Parent Survey – Special Education by using the first 25 questions (Schools Efforts to Partner with Parents), a 4 point scale rather than a six point scale with the options of never; rarely; often; always; and selected demographic questions. (See appendix.)
- Pilot the survey instrument: CDS Cumberland; CDS Hancock; CDS Androscoggin; SAD 15 Gray; Freeport; Ellsworth; Union 76 Deer Isle Stonington CSD.
- In coordination with the pilot sites, MDOE will obtain contact information of all parents, foster parents, surrogate parents or guardians who comprise the current caseload of the site. The parents and guardians will be sent the survey with a return postage paid envelope to the Department of Education.
- Data entry will be done by a contracted agency.
- Data analysis will be done by MDOE OSS data analysts.
- Provide the survey in accessible modes including Braille, audio, and language translations.
- Revise the distribution and collection plan as necessary.

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Maine

- Set baseline and in January 2007 project annual measurable and rigorous targets based on pilot survey results in January 2007.

Year 2: January 2007

- Develop statewide distribution and collection system.
- MDOE will analyze and interpret the data.
- Review the projected annual measurable and rigorous targets
- Distribute State and local results disaggregated by SAU and by CDS site on the website, through media and to public agencies.

Year 3- 6: 2007 – 2011

- Provide technical assistance and professional development workshops using Maine's parent network system: Maine Parent Federation, Southern Maine Parent Awareness, Autism Society and Learning Disabilities Association in partnership with Maine Association of Directors of Children with Special Needs.
- Continue statewide distribution and collection system.
- Review the annual data reaching for the measurable and rigorous targets with the stakeholders group: Maine Advisory Council on the Education of Children with Disabilities.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	
2010 (2010-2011)	

Improvement Activities/Timelines/Resources:

Monitoring Priority:

Disproportionality

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = # of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification divided by # of districts in the state times 100.

The calculation used to identify potential disproportionality is WESTAT recommended “Weighted Risk Ratio”, which computes a likely level of risk that an ethnic group is over-identified or under-identified relative state and local ethnic representations. Ethnic populations in Maine LEAs are very small, and so to assure personally identifiable data are not disclosed, a minimum of five (5) students must be represented in all five ethnic groups in the LEA population. The calculations are executed using the spreadsheet tool provided by WESTAT, entering student resident data for each LEA in the state. Maine defines “disproportionate representation” as a weighted risk ratio in excess of 1.5. If an LEA is identified as having disproportionate representation, a review of the policies, practices and personnel (those associated with the student’s IEP) must be done to determine that the LEA appropriately identified the student for special education services. “Inappropriate identification” would be any non-compliance in the IEP process that resulted in the student being identified incorrectly.

Overview of Issue/Description of System or Process:

Disproportionality of ethnic representation at the LEA level can be computed from our current data collections. The intent of measuring disproportionality is to assure that procedures and practices for identification of students with disabilities are consistently applied to all students in all ethnic categories in all LEAs. An LEA would be identified as having “disproportionate representation” if its rate of identification for special education services for students in its population was significantly different than the identification rates in the overall State population as weighted by the local community ethnic representation.

Maine has extremely small populations of non-white students in its schools and widely varying ethnic proportions in its communities. Roughly half (276 of 535) of the nonwhite special education students in the state are located in three LEAs. The other half are located in extremely small populations distributed across 230 LEAs all over the state. Since the local ethnic representations vary widely from the state overall ethnic population distribution, “weighted risk ratio” was chosen as the calculation methodology for identifying LEAs with disproportionate representation. The weighted risk ratio uses the district-level risk for the racial/ethnic group for the numerator and a weighted risk for all other students for the denominator. The weighted risk for all other students uses the district-level risks for each racial/ethnic group in the comparison group, weighted according to the racial/ethnic composition of the state.

“Disproportionate representation” in special education for any ethnic group will be added to the State criteria for focused monitoring visit. Weighted risk ratio value of greater than 1.5 in any ethnicity sub-group would identify the LEA as eligible for monitoring review.

Baseline Data for FFY 2004 (2004-2005):

This is a new indicator and there is no baseline data available on the percentage of LEAs with inappropriate identification of students in special education.

Using data from the 2004-2005 school year, the “Weighted Risk Ratio” calculation was applied to the three districts in Maine with greater than 5 students in all 5 ethnic groups.

Weighted Risk Ratio					
	American Indian or Alaskan Native	Asian or Pacific Islander	Black	Hispanic	White
Auburn School Department	1.08	1.16	0.73	0.80	1.20
Bangor School Department	1.34	1.72	1.69	1.19	0.67
Portland Public Schools	1.41	0.83	1.01	1.43	1.10

Discussion of Baseline Data:

A risk ratio of 1.00 indicates no difference between the racial/ethnic group of interest and the comparison group. A risk ratio greater than 1.00 indicates that the risk for the racial/ethnic group is greater than the risk for the comparison group, while a risk ratio less than 1.00 indicates the risk for the racial/ethnic group is less than the risk for the comparison group. At 1.72 and 1.69, Bangor School Department exhibits a disproportionate representation of Asian and Black students in special education. Bangor School Department will be added to the list of focused monitoring visits for the year, or a specific visit will be scheduled to determine that all policies, procedures and practices in the referral, evaluation and identification process are educationally appropriate, consistent with the requirements of Part B and are race neutral. These findings will be used to inform the Improvement Activities to be submitted February 7, 2007.

Disproportionality is a compliance measurement so the target value is set at 0%.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0%
2006 (2006-2007)	0%

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2007 (2007-2008)	0%
2008 (2008-2009)	0%
2009 (2009-2010)	0%
2010 (2010-2011)	0%

Improvement Activities/Timelines/Resources:

Bangor School Department will be added to the list of focused monitoring visits for the year, or a specific visit will be scheduled to determine that all policies, procedures and practices in the referral, evaluation and identification process are educationally appropriate, consistent with the requirements of Part B and are race neutral.

Improvement activities, timelines and necessary resources will be defined upon review of the data from the 2005-2006 school year.

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = # of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by # of districts in the State times 100.

The calculation used to identify potential disproportionality is WESTAT recommended “Weighted Risk Ratio”, which computes a likely level of risk that an ethnic group is over-identified or under-identified relative state and local ethnic representations. Ethnic populations in Maine LEAs are very small, and so to assure personally identifiable data are not disclosed, Maine will only measure those disabilities where more than 1% of the total population is represented. The calculations are executed using the spreadsheet tool provided by WESTAT, entering student resident data for each LEA in the state, disaggregated by disability type and ethnicity. Maine defines “disproportionate representation” as a weighted risk ratio in excess of 1.5.

If an LEA is identified as having disproportionate representation, a review of the policies, practices and personnel (those associated with the student’s IEP) must be done to determine that the LEA appropriately identified the student for special education services. “Inappropriate identification” would be any non-compliance in the IEP process that resulted in the student being identified incorrectly.

Overview of Issue/Description of System or Process:

Disproportionality of ethnic representation at the LEA level can be computed from our current data collections. The intent of measuring disproportionality is to assure that procedures and practices for identification of students with disabilities are consistently applied to all students in all ethnic categories in all LEAs. An LEA would be identified as having “disproportionate representation” if its rate of identification for specific disability categories for students in its population was significantly different than the identification rates in the overall State population as weighted by the local community ethnic representation.

Ethnic populations in Maine LEAs are very small so to assure personally identifiable data are not disclosed, a minimum number of students must be represented in the LEA population within specific disability categories. Maine will only measure those disabilities with more than 1% of the total population represented. The calculation of disproportionality will be applied to only those LEAs with total special education enrollment greater than ten students and ethnic populations greater than five students in any non-white ethnic group for each disability.

Baseline Data for FFY 2004 (2004-2005):

This is a new indicator and there is no baseline data available on the percentage of LEAs with inappropriate identification of students in disability categories.

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Data for 2004-2005 indicate that a small number of LEAs exhibit potentially disproportionate representations of identified students in specific disability categories (Emotional Disability, Other Health Impairment, and Specific Learning Disability):

Emotional Disability					
UNIT_NAME	American Indian or Alaskan Native	Asian or Pacific Islander	Black	Hispanic	White
Lewiston School Department			0.47		2.17

Other Health Impairment					
UNIT_NAME	American Indian or Alaskan Native	Asian or Pacific Islander	Black	Hispanic	White
Portland Public Schools		2.74	0.73	1.79	0.97

Specific Learning Disability					
UNIT_NAME	American Indian or Alaskan Native	Asian or Pacific Islander	Black	Hispanic	White
MSAD 40			9.70		0.21

Discussion of Baseline Data:

A risk ratio of 1.00 indicates no difference between the racial/ethnic group of interest and the comparison group. A risk ratio greater than 1.00 indicates that the risk for the racial/ethnic group is greater than the risk for the comparison group, while a risk ratio less than 1.00 indicates the risk for the racial/ethnic group is less than the risk for the comparison group. Lewiston School Department exhibits a disproportionate representation of white students in emotional disability, Portland Public Schools exhibits a disproportionate representation of Asian and Hispanic students in other health impairment, and MSAD 40 exhibits a disproportionate representation of Black students in specific learning disability. Each LEA will be added to the list of focused monitoring visits for the year, or a specific visit will be scheduled to determine that all policies, procedures and practices in the referral, evaluation and identification process are educationally appropriate, consistent with the requirements of Part B and are race neutral. These findings will be used to inform the Improvement Activities to be submitted February 7, 2007.

Disproportionality is a compliance measurement so the target value is set at 0%.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0%

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2006 (2006-2007)	0%
2007 (2007-2008)	0%
2008 (2008-2009)	0%
2009 (2009-2010)	0%
2010 (2010-2011)	0%

Improvement Activities/Timelines/Resources:

Each LEA will be added to the list of focused monitoring visits for the year, or a specific visit will be scheduled to determine appropriateness of special education category identification in the highlighted ethnic sub-groups.

Improvement activities, timelines and necessary resources will be defined upon review of the data from the 2005-2006 school year.

Monitoring Priority

Effective General Supervision Part B / Child Find

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- | |
|---|
| <p>a. # of children for whom parental consent to evaluate was received.</p> <p>b. # determined not eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).</p> <p>c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).</p> |
|---|

<p>Percent = b + c divided by a times 100.</p>
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Overview of Issue/Description of System or Process:

Current focused monitoring procedures verify compliance with State established timeliness for evaluating and determination of eligibility in a selected group of Individualized Education Program (IEP) files each year. The focused monitoring process will continue to collect these data. The State established timeline is 45 school days from the date the Local Education Agency (LEA) receives written parental consent to the date of the Pupil Evaluation Team (PET) meeting is conducted to determine eligibility. Measurement of this compliance requirement is determined by monitoring of student records.

Focused monitoring uses information from the State child count, the Maine Education Data Management System (MEDMS), and other data sources to select school units with wide variances from the State averages or lower than expected variances on key indicators for students with disabilities. The key performance indicators can vary each year and are selected following an analysis of state and federal requirements. The indicators chosen each year cover important compliance issues as well as measurable aspects of educational benefit. Monitoring visits and corrective actions focus on the specific processes related to the indicators that placed school units on the focused monitoring schedule and are aimed at helping school units improve their performance on those indicators. The key performance indicators that have been chosen this year to determine school units selected for monitoring are:

1. **Least Restrictive Environment** (emphasizing inclusion of students with disabilities in regular classes to the maximum extent appropriate with access to the general education curriculum).
2. **Identification** (of students with disabilities targeting possible over- and under-identification of students).
3. **Exiting** (students with disabilities that drop out, exit to regular education or move and not known to be continuing) and, emphasizing post-secondary transition planning for students 14 years of age and older, and students exiting to regular education).
4. **Suspension/Expulsion of students with disabilities** (this indicator will target schools who suspend or expel students with disabilities at a higher rate than students without disabilities).

Monitoring processes are multi-phased and use different resources for the Part B 619 (ages 3-5) children than are applied to the school-age (ages 6-20) students, but the procedures are similar. CDS central office personnel monitor CDS sites for compliance during on-site file reviews for all children aged 0-5. Reviews file files for students aged 3-5 will include verification of compliance with the evaluation timeline. Self-assessment is conducted by the school-age LEAs using technical assistance, training and guidance from the LEA monitoring team. A total of 46 specific criteria are included in the “Pupil Record Audit Form” used as the mechanism for the self-assessment; item #4 is “Receipt of consent to evaluate and P.E.T. determination (Time line: all referrals - 45 school days).”

Data are reported internally at all levels of review, but the on-site review of timelines is used as the basis for compliance determination. The percentage of student records found to be in compliance upon the on-site visit review of student files is determined by the counting the number of files found to be compliant to the 45 school day timeline and dividing that by the number of files reviewed during the on-site monitoring visit.

Baseline Data for FFY 2004 (2004-2005):

This is a new indicator and there is no baseline data available.

Discussion of Baseline Data:

This is a compliance indicator so the target is set at 100%.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%

Improvement Activities/Timelines/Resources:

Monitoring Priority

Effective General Supervision Part B / Effective Transition

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.

Percent = c divided by a – b times 100.

Overview of Issue/Description of System or Process:

Maine currently has a seamless system 0-5. Chapter 180(IX.7) currently states: “The regional site Board is responsible for ensuring that all children age 2 who have been identified through the Child Find process as meeting the eligibility criteria for early intervention services have an ECT meeting, at least ninety (90) days prior to the child's third birthday, for the purpose of developing an IFSP/IEP for implementation at no cost to the family when the child turns age 3.”

- Children ages 0-2 in Maine are eligible if they meet the criteria for “Developmental Delay”, the only disability category for that group. The fourteen disability categories for children 3-5 include “Developmental Delay” with the same set of qualifying criteria as 0-2

Baseline Data for FFY 2004 (2004-2005):

The data below provide an accounting of children who exited Part C to Part B 619 in the specified time frame.

Table 8.C.1
Children Exited to Part B 619 12/2/03 - 12/1/04

Children Exited to Part B 619	Children	Percent
Total	1281	100%
Eligible for Part B 619	1234	96%
Not Eligible for Part B 619	2	0%
Undetermined	45	4%

Table 8.C.1 is based on the OSEP Part C Child Count Table 3 submitted to OSEP in October of 2005.

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Discussion of Baseline Data:

- The children served in Part C and referred to Part B 619 is represented by the “Total”, that is 1,281 children.
- The number of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays is represented by “Not Eligible for Part B 619”, 2 children.
- The number of those found eligible who have an IEP developed and implemented by their third birthdays is represented by “Eligible for Part B 619” 1,234.

There were also in the data 45 children who turned 3 but whose Part B 619 eligibility was “Undetermined”. Those children have left the CDS System or their Part B 619 eligibility would be known.

As is mentioned above, current policies require that existing plans be reviewed and modified before transition so that existing services are uninterrupted by transition to Part B 619. That means that all children have implemented IFSP/IEPs at transition.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%

Improvement Activities/Timelines/Resources:

Year 1: 2005 – 2006

In previous reviews of the CDS System Exit data was questioned. The CDS sites were notified of the concerns related to transition and training was provided related to Exit codes and procedures with specific emphasis on the Part C to Part B 619 transition. The data system was modified to collect all the codes related to children who leave the system from the Part C program.

Emphasis on transition will continue to be increased and formalized by:

- Providing additional training to CDS sites related to the transition process including the following protocols:
 - Notifying the parent that transition will occur in the next 3 to 6 months,

- Notifying the local education agency (school district) that there will be an Early Childhood Team (ECT) meeting to address transition steps,
 - Coordinating meeting date with the family and school district,
 - Explaining to the family the differences between Part C and Part B 619,
 - Taking steps to prepare the toddler and family for changes in service delivery.
 - Providing information about community resources.
 - Modifying the IFSP to document transition outcomes by age 3.
 - Ensuring, for children whose first eligibility meeting is held after age 2 years 6 months, that the IFSP developed includes transition information.
- Expanding the data collection system to include elements specific to transition including but not limited to the following:
 - The date of the final ECT meeting to review the IFSP for inclusion of transition needs,
 - Notification to the LEA,
 - Codified results of the meeting,
 - Verification that the child's IFSP/IEP is in place at transition, and
 - Any other modifications required to effectively monitor compliance by the CDS sites with transition requirements.

Years 2-6 – 2006-2011

Monitor sites for compliance and verify data and data entry. Based on findings, continue to provide ongoing professional development and trainings to enhance understanding and compliance.

OSEP concern:

I. Related Indicators Under Parts C and B:

Page 8:

Early Childhood Transition.
Collection and timely reporting of accurate data.

Early Childhood Transition

On pages 36 and 37 of the FFY **2003 *Part B*** APR, the State responded to the question: "are all children eligible for Part B services receiving special education and related services by their third birthday," by stating that 90 percent of the children served by Part C continued to be eligible under Part B and that the remainder (ten percent) of the children exited Part C. OSEP appreciates the State's efforts in this area and looks forward to reviewing data and information in the SPP regarding early childhood transition.

On page 43 of the FFY 2003 ***Part C*** APR, State included data and information regarding children transitioning from Part C to Part B indicating that 89.1 percent of children transitioning out of Part C were found eligible for services under Part B in 2004. On page 43, the State included a target for 2004 - 2005 stating that all children turning three would have a transition planning conference at least 90 days prior to the third birthday and this would be evaluated through monitoring. OSEP looks forward to reviewing the State's updated data in response to indicator number 8 in the SPP.

OSEP concern:

I. Related Indicators Under Parts C and B:

Page 8:

Collection and timely reporting of accurate data

As documented in OSEP's February 2004 verification letter, DOE reported that: (1) it was not fully confident in the accuracy of its Part C settings and exit data; (2) the error rate in the settings data could be as high as 20 percent; and (3) MDOE was concerned that the accuracy of the exit data was affected by the fact that many service coordinators did not understand that children are "exiting" Part C, when they reach age three (thus aging out of Part C eligibility) and continue to receive services from CDS under §619. OSEP's verification letter required MDOE to submit, within 60 days from the date of the letter, its plan for ensuring that the Part C settings and exiting data provided as part of the next required submission of IDEA §618 data were accurate. MDOE submitted this plan in its FFY 2002 APR. In its March 2005 response to the State's FFY 2002 Part C APR, OSEP accepted the strategies and timelines that the State proposed in its FFY 2002 Part C APR to ensure such accuracy, and required the State to include, in its next Part C report under §618, confirmation that MDOE implemented the revised data collection procedures to ensure accurate data submissions under §618, and ensure that the §618 data report contained accurate settings and exit data.

This indicator addresses OSEP's concern in the sections named below:

Improvement Activities/Timelines/Resources

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = # of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals divided by # of youth with an IEP age 16 and above times 100.

Overview of Issue/Description of System or Process:

Current focused monitoring procedures verify measurable transition goals in a selected group of Individualized Education Program (IEP) files each year. The focused monitoring process will continue to collect these data with a clear definition of “measurable goals.”

Baseline Data for FFY 2004 (2004-2005):

New indicator – data is available on the services as they are currently measured

Data for 2003-2004 – 96% (46 schools monitored)

Data for 2004-2005 – 90% (46 schools monitored)

Discussion of Baseline Data:

Data indicate that schools have appropriate systems in place to assure the inclusion of transition goals in IEP files.

This is a compliance indicator so the target is set at 100%.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%

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2009 (2009-2010)	100%
2010 (2010-2011)	100%

Improvement Activities/Timelines/Resources:

Technical assistance and professional development will be provided to LEAs who have not met the target.

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: FAPE in the LRE

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

<p>Measurement:</p>

<p>Percent = # of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school divided by # of youth assessed who had IEPs and are no longer in secondary school times 100.</p>

Overview of Issue/Description of System or Process:

Maine initially began collecting post high school data in the State Improvement Grant (SIG) under Goal 1: “Determine baseline and yearly the numbers of students with disabilities entering post-secondary education or employment.” This led to the development of the Maine YES (Youth Exiting Schools) project. In that project, special education students and general education students were matched on a number of demographic variables such as age and gender.

In addition to the SIG, one of the objectives in the General Supervision Enhancement Grant (GSEG) Maine received in October 2004 was to “develop the capacity within the Career and Technical System (CTE) to conduct 1, 3, and 5 year follow-up interviews with former students with disabilities and other students, including developing a web-based system for capturing and reporting the data.”

Under the GSEG, each of the 27 CTE sites was polled as to whether and how they were currently conducting follow-ups. Eleven of the 27 were conducting 1, 3, and 5 year follow-ups, 17, were conducting 1 year follow-ups, 15 were conducting three year follow-ups and 14 were conducting 5 year follow-ups. Eight of the schools were not conducting follow-ups. The survey also asked what kind of questions were being asked and by whom. Specifically, the survey asked if they were employed in the field for which they were trained, employed in another field, in the military, or in college. One of the findings of this review was that there was no standardized process in place to assure reliability of data collection and validity of the data.

The GSEG Project Manager and the contractor met with several CTE staff for two hours to discuss the modified survey and to reach consensus as to what would be asked. A draft version of the survey can be found at <http://www.surveymaine.com> Click on the [Career & Technical Education Post-School Outcome Survey](#) link and use ctetest for the login and cpass for the password.

At about this time, OSEP told states what would be required to track former students with IEPs. This considerably broadened the scope of what had been planned initially. When the Commissioner was approached as to her views on what was required, she said that she would like to find the whereabouts of *all* students and that she did not want teachers to have to do the work.

The Commissioner further directed the GSEG Project Director to meet with representatives from the University of Maine System (UMS), Department of Health and Human Services (DHHS) and the Department of Labor (DOL). These agencies already had access to post high school information DOE needed. There was discussion on how to link to these resources.

This discussion led to a follow-up inquiry to the National Student Clearinghouse. The National Student Clearinghouse is perhaps the largest source of post-secondary school information in the country. The Clearinghouse offers three major services. For present purposes, only one of these, their student tracking service, is relevant. It can provide information on where high school graduates enroll in college, how long they continue to go to college, whether they transfer, whether they graduate, what degrees they earn, and what course of study they pursue. The Clearinghouse maintains these records for more than 2,800 colleges and universities that enroll 14.5 million students — 91% of total U.S. enrollment in higher education. The Clearinghouse provides this information to high schools or LEAs in order to help them improve their educational programs.

The Clearinghouse said that states typically have to “marry” the data from them with other data within the state to get a complete picture of the situation.

The DOL also has access to a wealth of information. DOL can get information on students regarding what they are earning based on their last quarterly earnings statement. DOL can also find in which sector of the economy the person is employed. What they can’t do is name the individuals.

In short, the information available from the Department of Labor, combined with what is available from the National Student Clearing House would more or less provide all of the information needed to address this indicator if social security numbers were presented.

Family Educational Rights and Privacy Act (FERPA) does not allow MDOE to use student social security numbers. FERPA has written letters to two states on the topic of using social security number to obtain post high school data. A ruling from FERPA is expected. (Maine’s Assistant Attorney General to Education)

The MDOE Commissioner decided that for present purposes, Maine will pilot the web-based post high school survey with all 27 CTE sites in addition to the five LEAs who are part of the GSEG grant. A draft version of the survey can be found at <http://www.surveymaine.com> Click on the [Career & Technical Education Post-School Outcome Survey](#) link and use ctestest for the login and cpass for the password. There were 3,605 CTE students who either graduated or exited in a different manner in 2003-04. Of these, 698 (19%) were students with IEPs. In addition, there are 390 students who graduated from the four GSEG pilots bringing the total sample size to 3990 for year 1.

The MDOE Commissioner does not want to have school personnel helping to track students post high school. The previously piloted collection systems, Maine YES and CTE surveys, required the use of school personnel. The latest survey and collection method will ask school personnel to provide student contact information only.

Baseline Data for FFY 2004 (2004-2005):

This is a new indicator and there is no baseline data available.

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	

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2007 (2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	
2010 (2010-2011)	

Improvement Activities/Timelines/Resources:

Monitoring Priority:

Effective General Supervision Part B / General Supervision

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:

- a. # of findings of noncompliance made related to monitoring priority areas and indicators.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification:

- a. # of findings of noncompliance made related to such areas.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

C. Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification:

- a. # of agencies in which noncompliance was identified through other mechanisms.
- b. # of findings of noncompliance made.
- c. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = c divided by b times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

Overview of Issue/Description of System or Process:

Focused monitoring is used to identify and investigate potential non-compliance in special education identification, least restrictive environment, exit, and disproportionality at the LEA level using a well-established continuous improvement monitoring process. Schools are targeted by data developed into a "snapshot" of specific measurements that flag significant deviations from State averages for

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Maine

each compliance area. Reviews are scheduled with schools based on the number of “flags” indicated in their snapshot data. Additionally, a number of schools with no deviation in these key factors and a number of schools selected at random are reviewed. Training is completed with each identified LEA and the LEA performs a self-assessment. Within 12 months later Maine Department of Education personnel conduct a monitoring verification visit with the expectation of 100% compliance in all areas including any identified by the LEA in their self audit. Any identified non-compliances discovered are documented by letter to the LEA with the requirement for a corrective action plan to be developed by the LEA for approval by the monitoring team. Written approval of the plan initiates the one year compliance resolution period.

The Due Process Office (DPO) monitors complaint investigations and hearings on an ongoing basis using a database system (DOCKET) to track activities and timelines for compliance. Non-compliance corrective actions are tracked in a separate database (CAP) that monitors the case number, critical dates, violations and the corrective action activities associated with the case and the resolution of the non-compliance. Critical dates include the required dates of documentation marking compliance with elements of the corrective actions that will reconcile the non-compliance. These dates also trigger follow-up from the Due Process Office to ensure that corrective actions are completed on time.

Baseline Data for FFY 2004 (2004-2005):

There are no identified non-compliances in focused monitoring that have exceeded one year in resolution. At this writing, one area of non-compliance is open as the letter is being written. The LEA will be notified in writing this fall, will be required to return a corrective action plan for approval, and submit corrections of noncompliance within 3 months of submission of plan.

Eleven (11) due process corrective actions were initiated by case activity in FFY 2004. Seven (7) have been closed: six (6) were closed in less than one year, one was extended. The four cases that remain open have not yet reached the 12 month date and are monitored regularly to ensure completion on time.

Discussion of Baseline Data:

Monitoring is operating at 100% compliance with one open case this year. Due Process compliance to corrective actions within 12 months is 100%.

This is a compliance measure so the target is set at 100%.

FFY	Measurable and Rigorous Target		
	A. Noncompliance related to monitoring priority areas and indicators	B. Noncompliance related to areas not included in the above monitoring priority areas and indicators	C. Noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.)

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Maine

2005 (2005-2006)	100%	100%	100%
2006 (2006-2007)	100%	100%	100%
2007 (2007-2008)	100%	100%	100%
2008 (2008-2009)	100%	100%	100%
2009 (2009-2010)	100%	100%	100%
2010 (2010-2011)	100%	100%	100%

Improvement Activities/Timelines/Resources:

Continue to employ focused monitoring as the oversight mechanism for assuring adherence to key measurements in the State Performance Plan and State regulatory compliance requirements.

Pursue development of management table or monitoring data set to track the various aspects of compliance and performance through the general supervision system.

Due process database system has been modified to add monitoring of resolution session activities and closure in a manner consistent with the current tracking of complaint investigations, hearings, and mediations. Data collected in the system will continue to be reviewed on a regular basis for improvement opportunities, preventative actions, or interim course correction regarding key measurements in due process and related activities.

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (# complaints with reports issued within timelines + # of complaints issued within extended timelines) divided by (# of complaints with reports issued) times 100.

Overview of Issue/Description of System or Process:

Complaints are tracked in detail using the Due Process Office database (DOCKET). The database includes the report issued date and resolution dates for all complaint investigations. Timeline extensions can be granted under specific guidelines.

The DPO provided training to Complaint Investigators during the spring of 2005.

Baseline Data for FFY 2004 (2004-2005): (July 1, 2004 through June 30, 2005)

Data from Attachment 1:

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	53
(1.1) Complaints with reports issued	18
(a) Reports with findings	6
(b) Reports within timeline	10
(c) Reports within extended timelines	5
(1.2) Complaints withdrawn or dismissed	35
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

Percent = 83% [(10+5)/18]

Discussion of Baseline Data:

15 of 18 (83%) complaints were completed within timelines. The three that did not complete within the timeline were completed in 61, 61 and 68 days. They had not been extended because completion on time appeared likely, but staffing issues with complaint investigators caused unexpected delays.

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Historical performance cannot be computed because we reported data in non-comparable forms over the past 4 years. Compliance to this measure in 2005 is likely.

This is a compliance measure so the target is set at 100%.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%

Improvement Activities/Timelines/Resources:

The DPO has sent a memo to Complaint Investigators regarding more formalization of the extension of complaint investigations, guidance regarding clear criteria of granting extensions, and the inception of case conferences to discuss complaint investigation drafts. The DPO is in the process of finalizing an internal list of “extenuating circumstances” to distribute to complaint investigators as guidance for the joint (with DPO) consideration of requests for extensions.

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (hearing decisions within timeline + hearing decisions within extended timeline) divided by Hearings (fully adjudicated) times 100.

Overview of Issue/Description of System or Process:

Hearings are tracked in detail using the Due Process Office (DPO) database (DOCKET). The database includes the report issued date and resolution dates for all hearings. Timeline extensions can be granted by the hearing officer at the request of either or both parties. If a hearing officer grants an extension, the hearing officer must provide to the parties and the DPO a new date certain for the issuance of the hearing decision.

Resolution sessions and agreements are new requirements that will be discussed in Indicator 18.

Baseline Data for FFY 2004 (2004-2005): (July 1, 2004 through June 30, 2005)

Data from Attachment 1:

SECTION C: Hearing requests	
(3) Hearing requests total	86
(3.1) Resolution sessions	
(a) Settlement agreements	
(3.2) Hearings (fully adjudicated)	17
(a) Decisions within timeline	0
(b) Decisions within extended timeline	16
(3.3) Resolved without a hearing (dismissed, mediated or withdrawn)	68

One (1) hearing pending (open).

Percent = 94% [(16/17)]

Discussion of Baseline Data:

One decision was not resolved within the timeline at the time that the Due Process Office had only a single hearing officer. Additional officers have been added since that time.

Historical performance cannot be computed because we reported data in non-comparable forms over the past 4 years. Actions taken this past year have improved performance.

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Maine

This is a compliance measure so the target is set at 100%.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%

Improvement Activities/Timelines/Resources:

From January 2005 through May 23, 2005, the DPO had only one hearing officer. This was due to the fact that the DOE received a very poor response to the RFP's for hearing officers and complaint investigators. By June of 2005, the DPO had appointed two more hearing officers. On August 2, 2005, the DPO met with six hearing officers, four of whom are on the regular hearing roster and two of whom are back-up/emergency basis hearing officers (see attached agenda of meeting). The appointment of more hearing officers is a significant improvement to our hearing services.

After the October 2003 OSEP review and the subsequent letter, the DPO improved the hearing extension request form; it now requires the hearing officer to let the parties and the DPO know a new date certain for issuance of the hearing decision when an extension is granted (extensions can only be requested by the parties).

In response to the July 1, 2005 effective date of the IDEIA 2004, the Commissioner issued Informational Letters #18 and #20 regarding filing for hearings and expedited hearings.

Due to the relatively small pool of attorneys in Maine who represent schools and families, oftentimes, if there are multiple hearings scheduled during the same time period, and if these attorneys are representing the parties, the hearing officers will frequently receive numerous requests for extensions for the hearings over which they are presiding.

In response to IDEA and in order to promote resolution of the issues brought to a hearing, the DPO is scheduling mediations to occur on the 21st day after the LEA's receipt of the request for hearing if both

SPP Template – Part B (3)

Maine

parties are willing to participate in mediation. Then, if the resolution session is waived by both parties or unsuccessful, the parties can participate in mediation.

A peer reviewer has been contracted with to read and comment on drafts of hearing decisions.

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

Measurement:

Percent = # of settlement agreements divided by # of resolution sessions times 100.

Overview of Issue/Description of System or Process:

This is a new indicator that is resolved from new data inputs "Resolution sessions" and "Settlement agreements" that will be counted in our due process data. The Maine DOE-DPO has developed a resolution session status form for LEAs to fill out when they have received a request for a hearing from parents. In response to the IDEIA 2004, the DPO has added to its docket database status drop-down list the following:

1. "Partially resolved resolution session" to indicate that part of the issues brought in a hearing request have been resolved in a resolution session. (NOTE: If the hearing request is withdrawn & the rest of the issues not taken forward for adjudication, the withdrawal of the hearing status would be "withdrawn with & without prejudice". The issues not resolved in the resolution session could be brought to DPO in a new hearing request.)
2. "Resolved resolution session" to indicate that all of the issues brought in a hearing request have been resolved in a resolution session.
3. "Voided" to indicate the LEA or the parents exercised their right to void the resolution session agreement within three business days of the execution of the agreement.
4. "Waived" to indicate the parties have agreed to waive the resolution session & either have chosen to participate in mediation or wish to proceed directly to a due process hearing.
5. "Not applicable" to indicate that the initiating party is the LEA & a resolution session is not required in this sort of hearing or that an expedited hearing has been requested.
6. "DPO decision" to indicate that the DPO has declined to make arrangements for an expedited hearing request for reasons other than disciplinary issues.
7. "Not resolved" to indicate that a resolution session was held but did not result in an agreement.

The performance data will be accounted for in the charts shown in Indicator 17.

The Maine DOE Commissioner has sent out an informational letter #12 regarding resolution sessions.

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Maine

Baseline Data for FFY 2004 (2004-2005):

This is a new indicator and there is no baseline data available.

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	
2010 (2010-2011)	

Improvement Activities/Timelines/Resources:

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (mediation agreements for mediations related to due process + mediation agreements for mediations NOT related to due process) divided by # mediations completed times 100.

Overview of Issue/Description of System or Process:

For reporting purposes, the Due Process Office (DPO) enters into its Due Process Office database (DOCKET), a mediation docket sheet for each complaint investigation, hearing and expedited hearing request received, even if the initiating party indicates an unwillingness to participate in mediation. For at least eight years, the DPO has offered stand-alone mediations to families and LEAs. Mediations are tracked in detail using DOCKET. The database includes the report issued date and resolution dates for all mediations.

The DPO provided training to mediators on March 18, 2005.

Baseline Data for FFY 2004 (2004-2005): (July 1, 2004 to June 30, 2005)\

Data from Attachment 1:

SECTION B: Mediation requests	
(2) Mediation requests total	248
(2.1) Mediations	
(a) Mediations related to due process	34
(i) Mediation agreements	18
(b) Mediations not related to due process	57
(i) Mediation agreements	42
(2.2) Mediations not held (including pending)	157

Percent = 66% [(18+42)/(34+57)]

SPP Template – Part B (3)

Maine

Discussion of Baseline Data:

Docket data from the past several years have been collected on a calendar year basis and reported on that basis in Attachment 1 in Maine's Annual Performance Report (APR). The data in the chart below are the values reported in Attachment 1 each year since 2001.

Year	Declined	DPO Decision	Mediated	Partially Mediated	Unsuccessful	Withdrawn	Total	% of mediations held that resulted in mediation agreements = (MED+part MED)/(tot-withdrawn-DPO-declined)
2001	64	0	63	3	29	32	191	69%
2002	65	4	81	7	21	28	206	81%
2003	55	7	74	0	20	17	173	79%
2004	85	6	41	1	13	27	173	76%

Measurable and rigorous targets will be based on the measurement calculation required by the indicator. OSEP indicated that States should look for an increase in target rates but probably not 100% (they suggest that we look at the APR Attachments 1; see the DOCKET data above). The goal here is to encourage resolution of issues as early as possible so schools and families can focus on teaching and learning. During the past 4 years, data show about 70-80% of mediations result in agreements.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	76%
2006 (2006-2007)	77%
2007 (2007-2008)	78%
2008 (2008-2009)	80%
2009 (2009-2010)	82%
2010 (2010-2011)	85%

Improvement Activities/Timelines/Resources:

The DPO has changed the DOCKET designation of stand-alone mediations to “S” so as to differentiate them from mediations associated with complaint investigations, hearings and expedited hearings. This improves the data collection process.

When a dispute resolution request is received for a complaint investigation, hearing or expedited hearing and the initiating party has indicated an unwillingness to participate in mediation, DPO staff follow up with the initiating party to discuss the benefits of mediation, the difference between mediation and a PET meeting, the expertise and objectivity of the mediator and the wide scope of issues in hopes that the person will choose to participate in mediation.

With the advent of the resolution session for hearings initiated by parents, the DPO mediation process has been put in a deferential position vis-à-vis the resolution session timeframe. If both parties agree to participate in mediation within the timelines of a hearing requested by a family, the DPO sets up the mediation to occur on or after the 21st day from the receipt of the request for hearing.

As in resolution sessions, mediations are a voluntary process and there's very little that the DPO can do, other than contact the initiating party about the benefits of participation in mediation to ensure that parties participate in mediation. Keeping this in mind, it is difficult to set a percentage goal for mediation agreements when so much of the process is out of the control of the SEA.

Years 2-3:

Review of the indicator by the stakeholder group highlighted the opportunity to improve mediation outcomes by establishing standards for advocates. Additional evaluation will be done of advocate relationships to mediation outcomes to determine the most effective strategies for defining standards.

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and April 1 for Annual Performance Reports (next APR due February 1, 2007))

Overview of Issue/Description of System or Process:

The Maine Department of Education is required to report annually to the US Department of Education, Office of Special Education Programs (OSEP) on elements of special education data. Data for these reports are taken from the annual student count done at each LEA in December and subsequent data analysis completed within the Maine Department of Education.

Baseline Data for FFY 2004 (2004-2005):

Data requirement	Content	Due Data	Actual Date
Table 2	Personnel	November 1, 2004	October 29, 2004
Table 4	Exiting	November 1, 2004	October 29, 2004
Table 5	Discipline	November 1, 2004	October 29, 2004
Table 1	Child Count	February 1, 2005	January 28, 2005
Table 3	Educational Environments	February 1, 2005	January 28, 2005
Table 6	Assessment	February 1, 2005	January 28, 2005
Table 7	Dispute Resolution	November 1, 2006	Next year – new requirement
Table 8	Early Intervening Services	November 1, 2006	Next year – new requirement
Part B APR	Annual Performance Report	April 1, 2005 deferred by letter to May 4, 2005	May 4, 2005

Discussion of Baseline Data:

Submitting data on time has been a priority for the Data Management/Finance and Federal Programs/Research and Evaluation team in the Office of Special Services. Reports are submitted on time. The annual performance report for the 2003-2004 school year was delayed to address a March

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4, 2005 letter (page 22 - “within 60 days of this letter”) from the Office of Special Education Programs (OSEP) in order to provide adequate response to specific inquiry posed and non-compliance indicated in the letter. The deferred date was May 4, 2005.

Data accuracy is assured through a feedback verification methodology. Data submitted are verified by the submitting LEA. The Maine Department of Education (MDOE) sends a report of the data submitted by each LEA back to the submitting LEA for review and verification. The LEA is required to validate the data against their records, correct any errors, then sign and return the data report to the MDOE. The 2004-2005 school year data were transferred to the Maine Education Data Management System (MEDMS). Data verification was done on the data transfer that is repeated at every data entry interval. MEDMS employs a set of data verification rules that screen data inputs for consistent/adherent formats, duplicate entries, and omitted fields. The rules assure that data exist in required fields, that no student is inadvertently duplicated in the data, and that the data are comparable across the database.

Maine’s current and sustained performance to this indicator is 100%. This is a compliance indicator so the target is 100%.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%

Improvement Activities/Timelines/Resources:

Years 1-6:

Maine will continue to track required report deadlines and ensure completion on time.

Child count data are being provided in-part using an electronic upload to the OSEP EDEN database. Additional data elements and other improvement will continue as they are defined.

Part B – SPP /APR Attachment 1**Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act
Complaints, Mediations, Resolution Sessions, and Due Process Hearings**

July 1, 2004 through June 30, 2005

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	53
(1.1) Complaints with reports issued	18
(a) Reports with findings	6
(b) Reports within timeline	10
(c) Reports within extended timelines	5
(1.2) Complaints withdrawn or dismissed	35
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

SECTION B: Mediation requests	
(2) Mediation requests total	248
(2.1) Mediations	
(a) Mediations related to due process	34
(i) Mediation agreements	18
(b) Mediations not related to due process	57
(i) Mediation agreements	42
(2.2) Mediations not held (including pending)	157

SECTION C: Hearing requests	
(3) Hearing requests total	86
(3.1) Resolution sessions	
(a) Settlement agreements	
(3.2) Hearings (fully adjudicated)	17
(a) Decisions within timeline	0
(b) Decisions within extended timeline	16
(3.3) Resolved without a hearing	68

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	15
(4.1) Resolution sessions	
(a) Settlement agreements	
(4.2) Expedited hearings (fully adjudicated)	1
(a) Change of placement ordered	0

Appendices

IDEA Advisory Panel (MACECD)	Member Name
(i) Parents of children with disabilities (ages birth through 26).	Alyssa Barker, Brenda Bennett, Janet Williams (8), Deb Dunlap (10), Angela Harvey (12), Sue Henri-Mackenzie, Phil Potenziano, Melissa Kneeland (5,7), Lisa Smith (12, 14), Susan Witt, Howard Wright, Dee Wright
(ii) Individuals with disabilities;	Brenda Bennett, Deb Gardner, Lisa Smith
(iii) Teachers	Angela Delorme, Nancy Sullivan
(iv) Representatives of institutions of higher education that prepare special education and related services personnel.	Loraine Spenciner
(v) State and local education officials, including officials who carry out activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) .	Shelley Reed
(vi) Administrators of programs for children with disabilities.	Tom Bouchard, Bill Breton, James Kilbride, Meg Waters, Barb Neilly Patti Williams, Teresa Berkowitz, Shannon Welsh
(vii) Representatives of other State agencies involved in the financing or delivery of related services to children with disabilities.	Rachel Posner, Patti Williams, Chris Bean
(viii) Representatives of private schools and public charter schools.	Tom Bouchard
(ix) Not less than 1 representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities.	Libby Sterling, Kathy Adams
(x) A representative from the State child welfare agency responsible for foster care.	Linda Brissette
(xi) A representative from the State juvenile and adult corrections agencies.	Ellis King
State Interagency Coordinating Council	
A) PARENTS.-- Not less than 20 percent of the members shall be parents of infants or toddlers with disabilities or children with disabilities aged 12 or younger, with knowledge of, or experience with, programs for infants and toddlers with disabilities. Not less than 1 such member shall be a parent of an infant or toddler with a disability or a child with a disability aged 6 or younger.	Angela Harvey, Janet Williams, Deb Dunlap, Melissa Kneeland
B) SERVICE PROVIDERS.-- Not less than 20 percent of the members shall be public or private providers of early intervention services.	Maribeth Barney, Jonathan Kimball, Margi Snyder, Diane Smith, Kim Megrath, Lori Hasenfus
C) STATE LEGISLATURE.-- Not less than 1 member shall be from the State legislature.	Nancy Sullivan
D) PERSONNEL PREPARATION.-- Not less than 1 member shall be involved in personnel preparation.	Loraine Spenciner
E) AGENCY FOR EARLY INTERVENTION SERVICES.-- Not less than 1 member shall be from each of the State agencies involved in the provision of,	Maribeth Barney, Patti Williams

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or payment for, early intervention services to infants and toddlers with disabilities and their families and shall have sufficient authority to engage in policy planning and implementation on behalf of such agencies.	
F) AGENCY FOR PRESCHOOL SERVICES.-- Not less than 1 member shall be from the State educational agency responsible for preschool services to children with disabilities and shall have sufficient authority to engage in policy planning and implementation on behalf of such agency.	Maribeth Barney
G) STATE MEDICAID AGENCY.--Not less than 1 member shall be from the agency responsible for the State medicaid program.	MaryAnn Anderson
H) HEAD START AGENCY--Not less than 1 member shall be a representative from a Head Start agency or program in the State.	Judy Reidt-Parker
I) CHILD CARE AGENCY--Not less than 1 member shall be a representative from a State agency responsible for child care.	Carolyn Drugge
J) AGENCY FOR HEALTH INSURANCE--Not less than 1 member shall be from the agency responsible for the State regulation of health insurance.	Glenn Griswold
K) OFFICE OF THE COORDINATOR OF EDUCATION OF HOMELESS CHILDREN AND YOUTH--Not less than 1 member shall be a representative designated by the Office of Coordinator for Education of Homeless Children and Youths.	Shelley Reed
L) STATE FOSTER CARE REPRESENTATIVE--Not less than 1 member shall be a representative from the State child welfare agency responsible for foster care.	Linda Brissette
M) MENTAL HEALTH AGENCY--Not less than 1 member shall be a representative from the State agency responsible for children's mental health.	Rachel Posner
N) OTHER MEMBERS--The council may include other members selected by the Governor, including a representative from the Bureau of Indian Affairs (BIA), or where there is no BIA-funded school, from the Indian Health Service or the tribe or tribal council.	Lisa Collins, Linda Huff, Jean Eaton

Appendix

SPP/MACECD Stakeholders Committee - Five Committees:

Indicators and participants are shown in the table below:

Interest Sub-Group	Indicators	Participant	Allegiance
Early Transition	Part B: 7, 12 Part C: 3, 7	Dee Wright Howard Wright Jonathan Kimball Loraine Spenciner Maribeth Barney Angela Delorme Aymie Walshe	Grandparent Grandparent Program Administrator Personnel Prep. Educator Early Education Administrator Parent, Teacher DOE Technical Assistant
Identification and Disproportionality	Part B: 5, 6, 9, 10 Part C: 2, 5, 6	Lisa Smith Terry Berkowitz William Breton Patti Williams Deb Gardner Margi Snyder Carolyn Drugge Dana Duncan	Parent Service Provider Special Education Director State Agency Representative Individual with Disabilities Service Provider State Agency Leader DOE Technical Assistant
Parent Involvement	Part B: 8 Part C: 4	Kathy Adams Brenda Bennett Deb Dunlap Angela Harvey James Kilbride Kim Megrath Rachel Posner Barb Neilly Pam Rosen	Service Provider Service Provider Parent Parent Special Education Director Service Provider State Agency Representative Principal (Elementary) DOE Technical Assistant
Quality Assurance	Part B: 11, 13, 15 – 20 Part C: 1, 7, 9 - 14	Nancy Sullivan Phillip Potenziano Shannon Welch Diane Smith Libby Sterling Anna Feeney Pauline Lamontagne	State Legislator/Teacher Special Service Co-Director Superintendent Attorney Service Provider DOE Technical Assistant DOE Technical Assistant
Student Performance	Part B: 1, 2, 3, 4, 14	Sue Henri-MacKenzie Chris Bean Lori Hasenfus Tom Bouchard Shelley Reed Glenn Griswold George Smith	Parent – MACECD President State Agency Representative Special Education Director Teacher, Administrator Homeless Children/Youth Rep. Bureau of Insurance DOE Technical Assistant

MACECD 05-06

COMMITTEE QUESTIONNAIRE

Please enter your name in the space provided then check the appropriate box to indicate your interest in participating in a MACECD Committee charged with studying each of the following items. Note: all items refer to children with disabilities. Please be sure to rank each of the 15 items.

NAME:	Highest importance this year	Willing to study this year	Prefer not to study this year	No interest at this time
Dropouts and graduation				
Family participation in identifying and service planning				
Transition to pre-school				
Inclusion of children in mainstream classrooms				
Assuring that schools (LEA's) are in compliance with rules				
Use of accommodations for participation in assessments				
	Highest importance this year	Willing to study this year	Prefer not to study this year	No interest at this time
School facilitation of parent involvement				
Exits from successful intervention for 0-2 year-olds				
Natural environments for young children				
Accessible and effective dispute resolution				
Suspensions and expulsions				
Parents of infants/toddlers understanding their rights				
Use of IEP's for 3-year-olds				
Ethnic representation in special education				
Timely and accurate DOE reporting.				

COMMITTEE MEMBERSHIP KEY

Highest importance this year 4	Willing to study this year 3	Prefer not to study this year 2	No interest at this time 1
---	---	--	---

Student Performance

1. Drop-outs and graduation
6. Use of accommodations for participation in regular assessments
11. Suspensions and expulsions

Parent Involvement

2. Family participation in identifying and service planning
7. School facilitation of parent involvement
12. Parents of infants and toddlers understanding their rights

Early Transition

3. Transition to pre-school
8. Exits from successful intervention for 0-2 year olds
13. Use of IEP's for 3-year-olds

Identification and Disproportionality

4. Inclusion of children in mainstream classrooms
9. Natural environments for young children
14. Ethnic representation in special education

Quality Assurance

5. Assuring that schools (LEA's) are in compliance with rules
10. Accessible and effective dispute resolution
15. Timely and accurate DOE reporting

Student Performance	Parent Involvement	Early Transition	Identification and Disproportionality	Quality Assurance
Item 1:	Item 2:	Item 3:	Item 4:	Item 5:
Item 6:	Item 7:	Item 8:	Item 9:	Item 10:
Item 11:	Item 12:	Item 13:	Item 14:	Item 15:
SP TOTAL:	PI TOTAL:	ET TOTAL:	I&D TOTAL:	QA TOTAL:

NAME: _____

COMMITTEE: _____

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Governor's Media Distribution List

Name	Affiliation
<i>State House Press</i>	
Glenn Adams	Associated Press
Francis Quinn	Associated Press
AJ Higgins	Bangor Daily News
Mike Brown	
Susan Cover	Central Maine Newspapers
Bonnie Washuk	Sun Journal
Chris Williams	Sun Journal
Fred Bever	Maine Public Radio
Mal Leary	News In Maine
Paul Carrier	Portland Press Herald
Mark Peters	Portland Press Herald
Victoria Wallack	State House News Service
Don Carrigan	WCSH6

<i>Dailies</i>	
Todd Benoit	Bangor Daily News
city editor	Bangor Daily News
Misty Edgecomb	Bangor Daily News
Dawn Gagnon	Bangor Daily News
Meg Haskell	Bangor Daily News
Nok Noi Hauger	Bangor Daily News
Rick Levasseur	Bangor Daily News
Jennifer Lynds	Bangor Daily News
Sharon Mack	Bangor Daily News
Jeff Tuttle	Bangor Daily News
Susan Young	Bangor Daily News
Ruth Ellen Cohen	Bangor Daily News
Katherine Cassidy	Bangor Daily News
Bob Saunders	Journal Tribune
Jim Evans	
Gary Remal	Central Maine Newspapers
David Farmer	Lewiston Sun Journal
Judy Meyer	Lewiston Sun Journal
Rex Rhoades	Sun Journal
Jodi Hausen	Sun Journal
Lindsay Tice	Lewiston Sun Journal
Tom Bell	Portland Press Herald
Business Desk	Press Herald
Jen Fish	Portland Press Herald
Josie Huang	Portland Press Herald
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Bill Nemitz	Portland Press Herald
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Wires

David Sharp	AP
Linda Prospero	Reuters News Service
Robert Silverman	Statepoint Media

Weeklies & Other ME Local

Bob Lowell	Advertiser-Democrat
	American Journal, Westbrook
	Aroostook Republican
	Bar Harbor Times
	Boothbay Register
	Bridgton News
	Calais Advertiser
	The Camden Herald
	Camden Herald
	The Cape Courier
	Capital Weekly
	Castine Patriot
	Coastal Journal
	Community Advertiser
	The Community Press
	Courier Gazette
	Courier Publications
	Courier Weekend
	Current News
	Downeast Coastal Press
	The Downeast Times
	Eastern Gazette
	Ellsworth American
	Ellsworth Weekly
	The Enterprise
	Falmouth Forecaster
Linda Maule	The Forecaster
	Fort Fairfield Review
	Franklin Journal
	Free Press
	The Gray News
	Houlton Pioneer Times
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	Lakes Region Suburban
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Governor's Media Distribution List

Abbie Nixon	Lincoln County News
	Lincoln County Weekly
	Lincoln News
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	Maine Biz
	Maine Times
Bill Lannon	Midcoast Review
	Midcoast Review
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	Mount Desert Islander
	Penobscot Times
	Piscataquis Observer
	Portland Phoenix
	Portland Phoenix
	The Quoddy Tides
	The Rangley Highlander
	Republican Journal
	Rumford Falls Times
Mary Jo Shafer	Saint Croix Courier
	Saint John Valley Times
	Saint John Valley Times
Ann Fisher	Sanford News
	Sanford News
	Scarborough Leader
	South Portland-Cape Eliz.
	Sentry
	Star Herald
	State Pulse
Richard Lizotte	Sun Chronical – Saco
	The Town Line
	Village Soup
Roxanne Sacier	The Waldo Independent
	The Weekly Newspaper
	The Weekly Packet
	Wiscasset Newspaper
	York Weekly
	York County Coast Star

Television

David Chalian	ABC
Nick Schiffrin	ABC
Craig Schulz	CN8 – Comcast
Kevin Kelley	NECN
	WABI TV

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Governor's Media Distribution List

Jon Chrisos	WABI – Waterville
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	WGME
Gregg Lagerquist	WGME
Bob Evans	WLBZ2
	WLBZ2
	WMTW8
Erika Hammond	WMTW
	WVII
Prat Thakkar	WVII
	WAGM
Lissa Bradford	WMTW
	WMTW
 <i>Radio</i>	
Eric Leimbach	CNN 1240
Barbara Cariddi	Maine Public Broadcasting
Keith McKeen	Maine Public Radio
Ed Morin	Maine Public Radio
Charlotte Renner	MPBC
Susan Sharon	Maine Public Radio
Keith Shortall	Maine Public Radio
	WCXU97.7
Jennifer Sullivan	WGAN
John Gulliver	WMTW Radio
	WVOM Clear Channel Radio
Tom McLaughlin	WZON
Scott Garrett	Zone Corporation
 <i>Specialty</i>	
	The Bear Facts of Maine
Eddie Baeb	Bloomberg News
Helen Chang	Bond Buyer
	Community Leader
	Community Press
	The Current
Romona	Gazette
Jill Goldthwaite	
	Interface Business News
Elizabeth Mehren	LA Times
	Maine Better Transportation
Maria Fuentes	Assn

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Deborah Firestone	Maine Lawyers Review
	The Monument
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Maggie Raymond	Raymond Associated Fisheries
Kelly Michaud	Steppin Out, Courier Pubs
Katie Zezima	New York Times
Pam Belluck	New York Times
Caroline Cole	Boston Globe
Tracy Sacco	Reuters

INFORMATIONAL LETTER: 53

POLICY CODE: EH

TO: Superintendents, Assistant Superintendents, Special Education Directors, Child Development Services (CDS) Directors

FROM: Susan A. Gendron, Commissioner

DATE: October 25, 2005

RE: Impact on School Administrative Districts (SAUs) and Child Development Services (CDS) Sites of new data collection requirements and public reporting by Maine Department of Education (MDOE) under the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004

A. KEY POINTS RE: IDEIA CHANGES:

- The Federal Individuals with Disabilities Education Improvement Act (IDEIA) requires the Maine Department of Education (MDOE) Office of Special Services (OSS) to develop and submit a six year State Performance Plan (SPP) by December 2, 2005 to the United States Department of Education (US DOE) Office of Special Programs (OSEP).
- The SPP consists of 34 performance indicators used to monitor performance of which 22 rely on data collected from the School Administrative Units (SAUs) and CDS Sites.
 - IDEIA Part B (three through twenty years of age), consists of 20 indicators, 8 of which are new. Fourteen of these rely on data collected from the SAUs and CDS Sites.
 - IDEIA Part C (birth through two years of age), consists of 14 indicators, 3 of which are new. Eight of these indicators rely on data collected from the CDS Sites.
- Progress toward “Measurable and Rigorous Targets” in the SPP is reported in the Annual Performance Report the MDOE will send to the US DOE OSEP each year beginning on February 7, 2007.

The US DOE OSEP requires the MDOE OSS to convene a stakeholder group to participate in developing the SPP. OSEP suggested using the Maine Advisory Council on the Education of Children with Disabilities (MACECD).

This fall, MACECD has been meeting in Augusta to review the 34 draft indicators, render advice and assist in setting the annual “Measurable and Rigorous Targets” for each indicator.

B. IMPLICATIONS FOR SAUs and CDS Sites: Data Collection and Public Reporting

1. “Measurable and Rigorous Targets” are set by M DOE OSS using MACECD input.
2. The US DOE OSEP expects that all SAUs and CDS Sites will meet these “Measurable and Rigorous Targets.”
3. Progress toward the “Measurable and Rigorous Targets” must be reported by MDOE OSS annually to the US DOE OSEP beginning in February, 2007 and must be made public on the SPP website and through other media.

C. PUBLIC ACCESS TO INFORMATION

The website contains additional information about the SPP and a link to the federal website that contains the indicators that are the focus of this letter.

<http://www.maine.gov/education/specedd/data/stateperformanceplan.htm>

The SPP will be made available on the SPP website after its submission to the US DOE OSEP on December 2, 2005. The SPP will contain baseline data for indicators for which data has traditionally been collected and the annual “Measurable and Rigorous Targets.” The SPP will also contain plans for collecting baseline data for new indicators.

For more information about the SPP submission process and its implications for SAUs and CDS Sites, please contact Dr. Pamela Rosen at 207-624-6648 or pam.rosen@maine.gov.

INFORMATIONAL LETTER: 12

POLICY CODE: JI A

TO: Superintendents of Schools; CDS Site Directors; MADSEC; Disability Rights Center; Maine Parent Federation

FROM: Susan A. Gendron, Commissioner of Education

DATE: August 15, 2005

RE: Resolution Sessions

In the recently enacted Individuals with Disabilities Education Improvement Act (IDEIA) of 2004, Section 615(f)(1)(B), it states

(B) RESOLUTION SESSION.—

(i) PRELIMINARY MEETING.—Prior to the opportunity for an impartial due process hearing under subparagraph (A), the local educational agency shall convene a meeting with the parents and the relevant member or members of the IEP Team who have specific knowledge of the facts identified in the complaint

(I) within 15 days of receiving notice of the parents' complaint;

(II) which shall include a representative of the agency who has decisionmaking authority on behalf of such agency;

(III) which may not include an attorney of the local educational agency unless the parent is accompanied by an attorney; and

(IV) where the parents of the child discuss their complaint, and the facts that form the basis of the complaint, and the local educational agency is provided the opportunity to resolve the complaint, unless the parents and the local educational agency

agree in writing to waive such meeting, or agree to use the mediation process described in subsection (e).

(ii) HEARING.—If the local educational agency has not resolve the complaint to the satisfaction of the parents within 30 days of the receipt of the complaint, the due process hearing may occur, and all of the applicable timelines for a due process hearing under this part shall commence.

(iii) WRITTEN SETTLEMENT AGREEMENT.—In the case that a resolution is reached to resolve the complaint at a meeting described in clause (i), the parties shall execute a legally binding agreement that is—

(I) signed by both the parent and a representative of the agency who has the authority to bind such agency; and

(II) enforceable in any State court of competent jurisdiction or in a district court of the United States.

(iv) REVIEW PERIOD.—If the parties execute an agreement pursuant to clause (iii), a party may void such agreement within 3 business days of the agreement's execution.

The local educational agency (LEA) is responsible for:

- 1) keeping close track of the receipt of a request for a hearing from a parent;
- 2) sending a facsimile of that request to the State educational agency (SEA) on the date the LEA receives it or no later than the close of the next business day;
- 3) complying with the timelines for the resolution meeting as well as other applicable timelines at §615(c)(2)(B)(i)(I), §615(c)(2)(B)(ii) and §615(c)(2)(C);
- 4) arranging for and holding the resolution meeting unless the LEA and the parents have waived the resolution session, agreed to participate in mediation or decided to go directly to a hearing;
- 5) notifying the Maine Department of Education, Due Process Office if the LEA and the parents have waived the resolution session and want to participate in mediation; and
- 6) notifying the Maine Department of Education, Due Process Office of the status of the resolution session if the resolution session was held.

If a recipient of this memorandum has questions about the content of this memo, please contact the Due Process Office by e-mail at patricia.neumeyer@maine.gov or by phone at 624-6644. ([See enclosed form for notification of the SEA of the status of the resolution session.](#))

INFORMATIONAL LETTER: 18

POLICY CODE: JIA/IHBA

TO: Superintendents of Schools; CDS Site Directors; MADSEC; Disability Rights Center; Maine Parent Federation

FROM: Susan A. Gendron, Commissioner of Education

DATE: August 24, 2005

RE: Filing a request for a due process hearing (referred to in the Federal statute as a “due process complaint”)

The Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 went into effect July 1, 2005. In Section 615, “Procedural Safeguards” of the IDEIA 2004 statute, subsection (b) states,

The procedures required by this section shall include the following: ...

(6) An opportunity for any party to present a complaint –

(A) with respect to any matter relating to the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education to such child; and

(B) which sets forth an alleged violation that occurred not more than 2 years before the date the parent or public agency knew or should have known about the alleged action that forms the basis of the complaint, or, if the State has an explicit time limitation for presenting such a complaint under this part, in such time as the State law allows, except that the exceptions to the timeline described in subsection (f)(3)(D) shall apply to the timeline described in this subparagraph.

(7)(A) Procedures that require either party, or the attorney representing a party, to provide due process complaint notice in accordance with section (c)(2) (which shall remain confidential) –

(i) to the other party, in the complaint filed under paragraph (6), and forward a copy of such notice to the State educational agency; and

(ii) that shall include-

(I) the name of the child, the address of the residence of the child (or available contact information in the case of a homeless child), and the name of the school the child is attending;

(II) in the case of a homeless child or youth (within the meaning of section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)), available contact information for the child and the name of the school the child is attending;

(III) a description of the nature of the problem of the child relating to such proposed initiation or change, including facts relating to such problem; and

(IV) a proposed resolution of the problem to the party at the time.

(B) A requirement that a party may not have a due process hearing until the party, or the attorney representing the party, files a notice that meets the requirements of subparagraph (A)(ii).

In subsection (b)(7)(A)(i) the Act implies that, the “other party” must be the first recipient of a request for a due process hearing; then the initiating party must forward a copy of the notice of request for a due process hearing to the State educational agency (SEA). Therefore, the official date of receipt of a request for a due process hearing is the date it is received: (1) by a local educational agency (LEA) (also called a school administrative unit in Maine) from a parent; or (2) by a parent from an LEA. In other words, the “clock” for all of the IDEIA statutory requirements around hearings starts “ticking” when the “other party” (LEA or parent) receives the notice of a request for a due process hearing. Even though the revised IDEIA clearly puts the burden of notifying the SEA on the party who initiates the complaint (either LEA or parents), because the date on which the complaint is received is critical for setting the “clock” in motion, the Due Process Office (DPO) expects the LEA to notify it of either the receipt of a notice of a request for a due process hearing from a parent or the receipt by a parent of the LEA’s request for a due process hearing.

Thus, an LEA must keep close track of: (1) the date on which notice of a request for a due process hearing is received from a parent and immediately send a telephone facsimile (FAX) copy of the notice, with the date stamp received indicated on the notice, to the SEA; and, (2) the date on which notice of an LEA-initiated due process hearing is received by a parent (an LEA

may want to consider utilization of a postal service receipt confirmation for notices that apply to this). This tracking would involve the LEA providing information about this to all support staff persons who open surface mail to the LEA, and receive FAXes for the LEA, and hand-delivered documents in the LEA.

Under the Individuals with Disabilities Education Act (IDEA) of 1997, the DPO has accepted, up through the end of business June 30, 2005, FAXed copies of notices of request for due process hearings and has counted the FAX receipt date as the official receipt date of the request. Under the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004, after July 1, 2005, LEAs must follow this acceptance of FAXed copies of such notices and count the FAX receipt date as the official receipt date.

The DPO is enclosing a copy of the new Dispute Resolution Request (DRR) form for hearings for LEAs to have on file and distribute to parents who might express interest in filing for a due process hearing. Although, under the IDEA of 1997, the DPO has encouraged parents, through the end of business June 30, 2005, to use the DRR form when filing for a due process hearing and has received a large majority of hearing requests via DRR forms, under the IDEIA of 2004, after July 1, 2005, if an LEA receives a written notice of a request for a due process hearing, other than on a DRR form, and the notice contains the required notice contents (subsection (b)(7)(A)(ii)), it must be accepted and date stamp received as a request.

If a recipient of this memorandum has questions about the content of this memo, please contact the DPO by e-mail at patricia.neumeyer@maine.gov or by phone at 624-6644.

Enclosure: [Hearing Request Form](#)

INFORMATIONAL LETTER 20

POLICY CODE: IHBA

TO: Superintendents of Schools; Special Education Directors; CDS Site Directors;
Maine Parent Federation; Disability Rights Center; Special Education Law
Attorneys

FROM: Susan A. Gendron, Commissioner of Education

DATE: August 24, 2005

RE: Restrictions on Expedited Hearing

Per the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 §615(k)(3)(B) and §615(k)(4)(A) & (B) regarding expedited hearings,

(k)(3)(B) AUTHORITY OF HEARING OFFICER –

(i) IN GENERAL – If a parent of a child with a disability disagrees with a decision as described in subparagraph (a), the hearing officer may determine whether the decision regarding such action was appropriate.

(ii) CHANGE OF PLACEMENT ORDER – A hearing officer under this section may order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

(k)(4)(A) PLACEMENT DURING APPEALS – When a parent requests a hearing regarding a disciplinary procedure described in paragraph (1)(B) or challenges the interim alternative educational setting or manifestation determination-

(A) the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in paragraph (1)(B), whichever occurs first, unless the parent and the State or local educational agency agree otherwise;

(B) the State or local educational agency shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested.

In response to this statute, the Maine Department of Education (MDOE) has determined that the Maine regulation is in conflict with the federal statute and we must follow the federal statute in the restriction of the utilization of expedited hearings to matters regarding disciplinary action toward students who have been identified as students with disabilities or are in the special education referral process. In past years, the MDOE has accepted requests for expedited hearings from parents and legal guardians about a variety of time-sensitive issues, including extended school year (ESY) services. This policy terminated as of July 1, 2005, the effective date of the new statute.

Furthermore, since expedited hearings may only be held during a school year (the timeframe refers only to “school days”), any requests for expedited hearings that are received during the summer will be scheduled for dates when school days may be calculated in the fall.

If a recipient of this memorandum has questions about the content of this memo, please contact the Due Process Office by e-mail at patricia.neumeyer@maine.gov or by phone at 624-6644.

STATE PERFORMANCE PLAN (SPP) INDICATOR B 1 STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Student Performance

Indicator Part B, #1: Percent of youth with IEP's graduating from high school with a regular diploma compared to percent of all youth in state with a diploma.

Traditional Indicator

Stakeholder Members: Sue Henri-MacKenzie, Chris Bean, Lori Hasenfus, Tom Bouchard, Shelley Reed, Glenn Griswold

DOE Technical Assistant: George Smith

Note taker: Jacqui Clark



1. **INDICATOR:**

- The NCLB graduation standards will be increased, possibly driving more difficulties in students with disabilities achieving diploma standards and requiring a multi-tiered diploma system
- The word "regular" diploma may take on a different meaning.



2. **MEASUREMENT:**

- No Comment



3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- The data collection is in process
- We should also collect data on GED and adult education diplomas.
- LD 1424: Watch implementation
- Parents as volunteers, trained data collection



4. **BASELINE DATA:**

- Non-comparability of data collection
Dec. 1st child count includes multi-options under exit (dropout, age out, moved out...). Correction number works differently
- We should have baseline data that includes 100% of all students enrolled during the academic year, whether or not enrolled on 6/ 15.



5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- No Comment



6. **IMPROVEMENT ACTIVITIES:**

- Remove barriers for students to utilize all resources, LEA, adult education...
- Address policies that impede youth with access and attendance issues
- Place value on learning objective not just time in class

STATE PERFORMANCE PLAN (SPP) INDICATOR B 1 STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: Student Performance

Indicator Part B, #1: Percent of youth with IEP's graduating from high school with a regular diploma compared to percent of all youth in state with a diploma.

Traditional Indicator

Stakeholder Members: Sue Henri-MacKenzie, Chris Bean, Lori Hasenfus, Tom Bouchard, Shelley Reed, Glenn Griswold

DOE Technical Assistant: George Smith

Note taker: Jacqui Clark

MDOE Draft accepted

☐

1. **INDICATOR:**

☐

2. **MEASUREMENT:**

☐

3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

☐

4. **BASELINE DATA:**

☐

5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

☐

6. **IMPROVEMENT ACTIVITIES:**

STATE PERFORMANCE PLAN (SPP) INDICATOR B 1
STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 18, 2005

Indicator Part B, #1: Percent of youth with IEP's graduating from high school with a regular diploma compared to percent of all youth in state with a diploma.

The following indicator has been reviewed by all stakeholder members

Comments:

STATE PERFORMANCE PLAN (SPP) INDICATOR B 2 STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Student Performance

Indicator Part B, #2: Percent of youth with IEP's dropping out of high school compared to the percent of all youth in the State dropping out of high school.

Traditional Indicator

Stakeholder Members: Sue Henri-MacKenzie, Chris Bean, Lori Hasenfus, Tom Bouchard, Shelley Reed, Glenn Griswold

DOE Technical Assistant: George Smith

Note taker: Jacqui Clark



1. **INDICATOR:**

- Simple comparison to assure that we are not losing more special education students than regular education students.



2. **MEASUREMENT:**

- We have numbers that show 17-year-olds drop out at higher rates than 18 or 19-year-olds.



3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- Examine the qualities of educational components: students with IEP that accessed vocational/alternative programs succeed at a higher rate than students with IEP's that did not access vocational/alternative programs.



4. **BASELINE DATA:**

- No Comment



5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- No Comment



6. **IMPROVEMENT ACTIVITIES:**

- Middle school students to be targeted with hands-on learning/learning styles
- CTE enrollment
- 9th grade for special supports for all students
- Alternative Education options
- Review 2004-2005 annual report

STATE PERFORMANCE PLAN (SPP) INDICATOR B 2 STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: Student Performance

Indicator Part B, #2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

Traditional Indicator

Stakeholder Members: Sue Henri-MacKenzie, Chris Bean, Lori Hasenfus, Tom Bouchard, Shelley Reed, Glenn Griswold

DOE Technical Assistant: George Smith

Note taker: Jacqui Clark



1. **INDICATOR:**

- The MDOE is well aware that we need to improve our data collection. The rate of students classified as unknown in the exit data is unacceptable. The use of student identifier number will help increase information about “unknown” or kids who previously were untracked. The public needs to know if the drop out rate is growing, why it is growing.
- Private and private special purpose schools need to be accounted for in the mediums system (sending school issue). Under figure 5, do not conclude such as districts are working harder...
- Put in the definition of drop out in the indicator. We need to know what kids are home schooling, not counted as dropouts.
- We advise the DOE to engage strategies to count home-schoolers not as dropouts. Focus on intervention strategies at age 14 and 15. Can we tie drop out rates to kids without an IPE to alternative education classes in high school? Can we track data on students retained in a grade and its impact on graduation rate?
- DOE should use national data analysis to create correlations in Maine. For example: retention impact on dropout. What disability determination is represented most in the dropout rate?



2. **MEASUREMENT:**



3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**



4. **BASELINE DATA:**



5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**



6. **IMPROVEMENT ACTIVITIES:**

STATE PERFORMANCE PLAN (SPP) INDICATOR B 2
STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part B, #2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

The following indicator has been reviewed by all stakeholder members

Comments:

STATE PERFORMANCE PLAN (SPP) INDICATOR B 3 STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Student Performance

Indicator Part B, #3: Participation and performance of children with disabilities on statewide assessments.

3a: Percent of districts meeting State's AYP objectives for progress for disability groups.

3b: Participation rates for children with IEPs in regular assessment with no accommodations;
regular assessment with accommodations; alternate assessment against grade level standards;
alternate assessment against alternate achievement standards.

3c: Proficiency rte for children with IEPs against grade level standards and alternate achievement
standards.

Traditional Indicator

Stakeholder Members: Sue Henri-MacKenzie, Chris Bean, Lori Hasenfus, Tom Bouchard, Shelley Reed,
Glenn Griswold

DOE Technical Assistant: George Smith

Note taker: Jacqui Clark

☐

1. **INDICATOR:**

- No Comment

☐

2. **MEASUREMENT:**

- No Comment

☐

3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- No Comment

☐

4. **BASELINE DATA:**

- No Comment

☐

5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- No Comment

☐

6. **IMPROVEMENT ACTIVITIES:**

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR B 3 STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: Student Performance

Indicator Part B, #3: Participation and performance of children with disabilities on statewide assessments.

3a: Percent of districts meeting State's AYP objectives for progress for disability groups.

3b: Participation rates for children with IEPs in regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

3c: Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

Traditional Indicator

Stakeholder Members: Sue Henri-MacKenzie, Chris Bean, Lori Hasenfus, Tom Bouchard, Shelley Reed, Glenn Griswold

DOE Technical Assistant: George Smith

Note taker: Jacqui Clark



1. **INDICATOR:**

- This is focused on student performance and participation on MEA's for students with disabilities.
(Add page numbers to the indicator forms.)



2. **MEASUREMENT:**

- MEA data and also SAT's are beginning to be used for measuring student performance.



3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- Baseline/data is based on MEA with multiple accommodations and next year (?) SAT 11th grade with one accommodation, track individual student performance impact.



4. **BASELINE DATA:**

- 11th grade SAT data is brand new and the need for accommodations is unknown.
 - a. The trend data that shows a dip in 11th grade may become more pronounced.
 - b. We suspect the increase in SAT use assuming it will encourage post secondary education.
 - c. The disaggregate group (students with disabilities) are not receiving adequate or appropriate services to meet the standards.
 - d. Both 4th and 8th grade are making progress in math.



5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- George has notes on Mr.T



6. **IMPROVEMENT ACTIVITIES:**

SPP Template – Part B (3)

Maine

- Commissioner of DOE to make the Legislature aware of the impact of the use of SAT, in place of MEA on the AYP data for schools.
 - Extend time in SAT may not help students with some disabilities.
 - SAT or local previously used assessment tools to be used for SWD.
 - DOE to provide leadership to develop strategies at LEA and state-wide level: that actually support a child; that measures below grade level; using known research; note example to 5th graders now that need to jump 80% by 11th grade. The intervention needs to be specific, purposeful, innovative, not just isolated pockets of innovative practice. This is the principle issue.
- Goal 2005: present symposium to develop the change in mindset needed for children currently in the system.
- To raise success for 20-100% requires a massive education re-tooling of how we deliver.
- Strategies for 2006 and beyond will be based on symposium outcome and include models for regional planning and parent involvement.

STATE PERFORMANCE PLAN (SPP) INDICATOR B 3
STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part B, #3: Participation and performance of children with disabilities on statewide assessments.

3a: Percent of districts meeting State's AYP objectives for progress for disability groups.

3b: Participation rates for children with IEPs in regular assessment with no accommodations;
regular assessment with accommodations; alternate assessment against grade level standards;
alternate assessment against alternate achievement standards.

3c: Proficiency rate for children with IEPs against grade level standards and alternate achievement
standards.

The following indicator has been reviewed by all stakeholder members

Comments:

STATE PERFORMANCE PLAN (SPP) INDICATOR B 4 STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Student Performance

Indicator Part B, #4: Rates of suspension and expulsion

4a: Percent of districts identified by State as having significant discrepancy* in suspensions and expulsion rates of children with disabilities for greater than 10 days in a school year.

Traditional Indicator

Stakeholder Members: Sue Henri-MacKenzie, Chris Bean, Lori Hasenfus, Tom Bouchard, Shelley Reed, Glenn Griswold

DOE Technical Assistant: George Smith

Note taker: Jacqui Clark



1. **INDICATOR**

- Data is focused on district conduct related to expulsion and suspension. It captures discrepancy on special education student vs. regular education students and discrepancy by race and ethnicity.



2. **MEASUREMENT:**

- Percentage and rates do not give us a solid understanding of the number of students being impacted. Assumptions used that caused a district to be triggered impact the number of districts triggered. This is not collecting information about disciplinary practices leading up to suspension and expulsion. There may be a role for the reports/date on prohibitive behavior inconsistency exists reports from schools and from the office of substance abuse and incompatible databases.
- Is MEDMS going to provide correct related data in a meaningful time frame?
- Are all districts being held accountable to file the Incident Prohibitive Behavior title IV A performance by the withholding of funds? (Ask Peter Brough and Linda Phillips)
- Meaningful data requires a meaningful number of schools.
- The sample data we have now is approximately 60% of districts and needs to be expressed as sample data. DOE should clarify districts, the various roles of data reports, as well as, which are mandatory.



3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- Areas for further MACECD study: disability category as it relates to student performance



4. **BASELINE DATA:**

- Separate the baseline data chart to show indicator A is different than indicator B.
- Support the baseline data with actual student numbers.
- With existing data we note that white students with disabilities are expelled/suspended at least twice the rate of white regular education of 32% of the schools reporting. (This number of districts is 25% of total districts, including those that did not report.)
- Monitoring data needed on suspension/expulsion not related to disability (manifestation, determination, documentation).
- 29 districts out of 92 reporting suspend or expel at least twice as many special ed students as regular ed students.



5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- Increase district reporting

SPP Template – Part B (3)

Maine

- 2005-2006: Fewer percentage than 32% (for 4a)
- 2006-2010: Downward regular increments
- 2010-2011: Zero discrepancy
- We should add data that shows incremental increases in responses .



6. **IMPROVEMENT ACTIVITIES:**

- Positively measure improvement activities
- Discover/disseminate best practice
- Support pilot projects that reduce expulsion/suspension
- Make better use of alternative education and hands on education
- Uphold the goals of PET/IEP
- Provide paid work programs to keep kids in school

STATE PERFORMANCE PLAN (SPP) INDICATOR B 4 STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: Student Performance

Indicator Part B, #4: Rates of suspension and expulsion

4a: Percent of districts identified by State as having significant discrepancy* in suspensions and expulsion rates of children with disabilities for greater than 10 days in a school year.

Traditional Indicator

Stakeholder Members: Sue Henri-MacKenzie, Chris Bean, Lori Hasenfus, Tom Bouchard, Shelley Reed, Glenn Griswold

DOE Technical Assistant: George Smith

Note taker: Jacqui Clark



1. **INDICATOR:**

- Excellent information but the graph, figure 13, does not show the startling difference as the chart shows.
- Since the goal of data assessment on this indication is to ensure SWD are not expelled at a greater rate than regular education students...
- Is there a way to make Figure 14 and 15 to be more transparent and easy to interpret (perhaps bar graph and number).
- George will add additional information
 - using indicator logic to test
 - expulsion, rename to alternative setting
 - long term suspension
- This data shows that "manifest determination" are not likely resulting appropriately.
- Take "removals" out of the suspension/expulsion chart, but continue to track.
- Bring lobster books if possible. George will have Evelyn send out the web link.
- Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP): how many SWD had this before expulsion/suspension?



2. **MEASUREMENT:**

- No Comment



3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- No Comment



4. **BASELINE DATA:**

- No Comment



5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- No Comment



6. **IMPROVEMENT ACTIVITIES:**

- Study deficiencies and practices in the manifest determination systems.
- Develop recommendations to strengthen this system appropriately
- Develop monitoring consequences for schools not in comparison
- Reshape MrT to reduce it dramatically
- Reduce the gap by 50% in the first year and another 50% in the second year. By 2010, reduce to zero.
- Consider FBA and BIP as part of guidance to be completed for students prior to expulsion/suspension events.
- Are there incentives/recognitions for schools employing these strategies?

STATE PERFORMANCE PLAN (SPP) INDICATOR B 4
STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part B, #4: Rates of suspension and expulsion

4a: Percent of districts identified by State as having significant discrepancy* in suspensions and expulsion rates of children with disabilities for greater than 10 days in a school year.

The following indicator has been reviewed by all stakeholder members

Comments:

STATE PERFORMANCE PLAN (SPP) INDICATOR B 4b STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Student Performance

Indicator Part B, #4b: (4: Rates of suspension and expulsion) Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

New! Indicator: Develop a plan to collect data to establish a baseline by 2/7/07.

Stakeholder Members: Sue Henri-MacKenzie, Chris Bean, Lori Hasenfus, Tom Bouchard, Shelley Reed, Glenn Griswold

DOE Technical Assistant: George Smith

Note taker: Jacqui Clark



1. **INDICATOR:** Discussion to develop understanding of the language and meaning of each indicator.

- No Comment



2. **MEASUREMENT:** Discussion of proposed measurement techniques.

- No Comment



3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:** Activity to collect data to establish baseline by Feb. 7, 2007.

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR B 4b
STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part B, #4b: (4: Rates of suspension and expulsion) Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

The following indicator has been reviewed by all stakeholder members

Comments:

STATE PERFORMANCE PLAN (SPP) INDICATOR B 5 STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: ID and Disproportionality

Indicator Part B, #5: Percent of children with IEPs aged 6 through 21:

5a: removed from regular class less than 21% of the day

5b: removed from regular class greater than 60% of the day

5c: served in public or private separate schools, residential placements or homebound or hospital placements.

Traditional Indicator

Stakeholder Members: Lisa Smith, Terry Berkowitz, Patti Williams, Deb Gardner, Margi Snyder, Carolyn Drugge

DOE Technical Assistant: Dana Duncan

Note taker: Helen Weiczorek

1. **INDICATOR:**

- Change to more positive language, e.g. not using “removed”.
- 5A – use a different description.

2. **MEASUREMENT:**

- OK

3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- OK
- Certifying AT Assessors

4. **BASELINE DATA:**

- Data feels good. Doing something right.
- “Resource room”, “Self contained” ????
- Other explanations, e.g.
 - Assistive technology
 - Regular teachers more accepting of special education students (they’re now getting special education certifications)
 - Team approach in writing IEP’s
- How do we compare the 3.5% in other placements?
- Can we get all three numbers compared to other states (with similar eligibility definitions)?
- Can we disaggregate the 3.5%? Yes
- The percentages do not add up to 11%. Where are the other approximately 30%?

5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- A/B/C columns
- Want more kids back in school than just looking at trend data.
- Approximately 30% - where are they?
- Where are out-of-state placements counted?
- Wait for new data.

6. **IMPROVEMENT ACTIVITIES:**

- We would like to consider Improvement Activities after we know where the other 30% are.
- More kids in classroom during the day. Increase A & B from C (and “D” – the unknown 30%).
 - Universally designed classrooms

SPP Template – Part B (3)

Maine

- More assistive technology
- Equity among school systems
- Ancillary supportive services
- Support for staff – staff development
- What does it take to become and IA Assessor?

STATE PERFORMANCE PLAN (SPP) INDICATOR B 5 STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: ID and Disproportionality

Indicator Part B, #5: Percent of children with IEPs aged 6 through 21:

5a: removed from regular class less than 21% of the day

5b: removed from regular class greater than 60% of the day

5c: served in public or private separate schools, residential placements or homebound or hospital placements.

Traditional Indicator

Stakeholder Members: Lisa Smith, Terry Berkowitz, Patti Williams, Deb Gardner, Margi Snyder, Carolyn Drugge

DOE Technical Assistant: Dana Duncan

Note taker: Helen Weiczorek

1. INDICATOR:

- No Comment

2. MEASUREMENT:

- No Comment

3. OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:

- No Comment

4. BASELINE DATA:

- Next time bring separate state by state sheets.
- Check separate facility % (should be 4%)
- Many kids who are not special education are receiving services. As this changes, the 21% will be skewed.
- Page 2: B should be 12% not 26% and C should be 4% not 15%.

5. MEASURABLE AND RIGOROUS TARGET (Mr T):

- If the national percentage is at 40% and we're at 60%, why not leave it alone, or let it fall down?

6. IMPROVEMENT ACTIVITIES:

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR B 5 STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part B, #5: Percent of children with IEPs aged 6 through 21:

5a: removed from regular class less than 21% of the day

5b: removed from regular class greater than 60% of the day

5c: served in public or private separate schools, residential placements or homebound or hospital placements.

The following indicator has been reviewed by all stakeholder members

Comments:

5A

- Multiple level would (3rd grade reading in 7th grade) might work well, “alternative education”
- Is the “inclusion” notion actually true? Some kids work better outside the special class
- “Curriculum disability”
- “Learning Difference”
- Where is the data that supports this assumption? Many students with disabilities perform better with education in a special purposed school program
- Classroom models need to provide staff support to enable differentiated learning/multiple intelligence strengths
- Mental health needs also need to be addressed in the classroom (awareness/recognition of and appropriate strategies i.e. low stimulating environment)
- Small class sizes PLPS, hands on and differentiated learening whole school approach
- Meeting kids where they are

5B

- Progress on NCLB/AYP cannot occur if students don't have real access to general curriculum. They will be tested on things they don't know. Often this can't occur outside the regular classroom. This is just a real world reality.
- Many schools count them wrong
- Recommend access to the general curriculum
- Desirable special ed kids?
- Analyze sub-groups (particularly cognitive/behavioral) may be more frequently excluded

5C

- School size as a factor
- 100% of regularly distracted problem kids are more often excluded
- Need additional staff with differentiated instruction and/or multiple education and/or MH understand co-teaching

STATE PERFORMANCE PLAN (SPP) INDICATOR B 6 STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: ID and Disproportionality

Indicator Part B, #6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

Traditional Indicator

Stakeholder Members: Lisa Smith, Terry Berkowitz, Patti Williams, Deb Gardner, Margi Snyder, Carolyn Drugge

DOE Technical Assistant: Dana Duncan

Note taker: Helen Weiczorek

1. INDICATOR:

- No Comment

2. MEASUREMENT:

- No Comment

3. OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:

- No Comment

4. BASELINE DATA:

- No Comment

5. MEASURABLE AND RIGOROUS TARGET (Mr T):

- No Comment

6. IMPROVEMENT ACTIVITIES:

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR B 6 STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: ID and Disproportionality

Indicator Part B, #6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

Traditional Indicator

Stakeholder Members: Lisa Smith, Terry Berkowitz, Patti Williams, Deb Gardner, Margi Snyder, Carolyn Drugge

DOE Technical Assistant: Dana Duncan

Note taker: Helen Weiczorek

3. INDICATOR:

- What percent of time in each setting? What percent of a child's day constitutes a category? Is that appropriate?
- What does "part-time early childhood / part-time early childhood special education" mean?
- Children are not receiving the services at home.
- How is the data presented, i.e. different services in different settings?
- Dana will discuss with George exactly what's counted in each setting.

4. MEASUREMENT:

- This indicator requires clarification and consistency in data collection.

3. OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:

- No Comment

7. BASELINE DATA:

- The title of the chart reads as negative. Wording like "percent of time in typical services", or "in class 89% of the time" would read as positive.
- The data does indicate that it is going in the right direction.
- Do we have the number of kids 3-5 in the state and what % are receiving services?
- We need some statement recognizing Maine as a rural area (in terms of availability of services).
- We are trying to arrive at disabled kids getting the same services as non-disabled kids in public schools. If the intent is for equality of services and the services are not available for non-disabled kids, should they be for disabled kids?
- The data categories make more sense than the indicator language.

8. MEASURABLE AND RIGOROUS TARGET (Mr T):

- IF we are at the national average of serving 12% of 3-5, from a statistical point of view, we are right on.
- Do some states use developmental delay?
- Receiving services where (typical environments)?
- What's the current percentage?
- The language should include both ISFP's and IEP's.
- If kids 3-5 are not served at home, what will the impact be? Will we be penalized?
- There are two reasons why the data might indicate that kids are not receiving services: the way the data is collected, and the fact that Maine is a rural state. 90% in 06 may not be

attainable. This year 85% may be too tight. It could take 2-3 years, maybe even the full 6 years.

9. **IMPROVEMENT ACTIVITIES:**

- Get consistent in how we count.
- Recommend to the Fed's that they should develop a consistent universal method for collecting / reporting data - soon.
- Provide clarification between direct and related services. (Dana will ask the Fed's.)
- Train staff who develop ISFP's on strategies to get services.
- There's a separate group developing criteria – role it in here.
- Continue to develop strategies to have more service providers in this rural state.

10. **POTENTIAL PROBLEMS:**

- Strategies for delivering services in a rural state.
- Forcing services for kids (e.g. legislation).

STATE PERFORMANCE PLAN (SPP) INDICATOR B 6 STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part B, #6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

The following indicator has been reviewed by all stakeholder members

Comments:

- See population comments in B-5
- How are we getting data and how conflicted are we in numbers?

STATE PERFORMANCE PLAN (SPP) INDICATOR B 7 STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Early Transition

Indicator Part B, #7: Percent of preschool children with IEPs who demonstrate improved:

7a: positive social-emotional skills

7b: improved acquisition and use of knowledge and skills (including early language/communication and early literacy)

7c: use of appropriate behaviors to meet their needs.

New Indicator: Develop a plan to collect data to establish a baseline by 2/7/07.

Stakeholder Members: Dee Wright, Howard Wright, Jonathan Kimball, Loraine Spenciner, Maribeth Barney, Angela Delorme.

DOE Technical Assistant: Aymie Walshe

Note taker: Evelyn Bowie



1. **INDICATOR:**

- Enter at 2 ½ to 3 years and have a meeting.
- Child has to be receiving services for six months in order to send progress report.



2. **MEASUREMENT:**

- Designed to be administered two times
- Kids in all other settings, system must be utilized across all settings.
- Variations in transitions
- How do we account for children not in the system?



3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- Keep consistent head count of kids not in the system for six months.
- Battelle is used for eligibility
- Use instrument for appropriate focus
- Question: Is something wrong with the objective end of it?
- Battelle will work for #1 but not for #2
- Potential transition issues: Battelle can only be used for developmental delay, not MR, LD or any other exceptionalities.
- Overview of Issue/Description of System or Process on the Part B-7 SPP Template is the same as Part C.
- Battelle not able to be used
- **RED FLAG---DOE: Population of little “b” children whose parents won’t send them to school until age seven (mandated age) DATA POINT**
- Data: kids who are in CDS receiving services then parents don’t enroll them in school. Small percentage who will start kindergarten at age 6 or 7. This relates to transition indicators.

STATE PERFORMANCE PLAN (SPP) INDICATOR B 7 STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: Early Transition

Indicator Part B, #7: Percent of preschool children with IEPs who demonstrate improved:

7a: positive social-emotional skills

7b: improved acquisition and use of knowledge and skills (including early language/communication and early literacy)

7c: use of appropriate behaviors to meet their needs.

New Indicator: Develop a plan to collect data to establish a baseline by 2/7/07.

Stakeholder Members: Dee Wright, Howard Wright, Jonathan Kimball, Loraine Spenciner, Maribeth Barney, Angela Delorme.

DOE Technical Assistant: Aymie Walshe

Note taker: Evelyn Bowie



1. **INDICATOR:**

- What does "IEP's assessed" mean?
- Number of kids assessed, monitored...?
- Is the assessment for eligibility or some other assessment?
- How is assessed used?
- What does IEP's assessed mean?
- 100% of what? (a+b+c=...)



2. **MEASUREMENT:**

- No Comment



3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- Discussion on Battelle
- Does Battelle assess progress?
- Concern: Using the same instrument—label child and tool or results aren't valid—will child be labeled? Labeled, not good score being given, one of 13 labels.
- Consistent tool, base, benchmark
- Inappropriate: Part C assessment and put into Part B. Other work and grants added in individual shouldn't be named
- See Maribeth's notes
- Eligibility and progress need two different measurements
- Battelle doesn't measure progress
- **Send B7 to Maribeth to look at for revisions and then go over with George and Dana.
- Is it too complicated?

STATE PERFORMANCE PLAN (SPP) INDICATOR B 7 STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part B, #7: Percent of preschool children with IEPs who demonstrate improved:

7a: positive social-emotional skills

7b: improved acquisition and use of knowledge and skills (including early language/communication and early literacy)

7c: use of appropriate behaviors to meet their needs.

The following indicator has been reviewed by all stakeholder members

Comments:

- Assessment tools taking into consideration developmental stages/phases
- Also addressing differentiated learning styles (beyond verbal linguistic, mathematical logical)
- Assessment inventories to detect “pathways” early on i.e. cognitive flexibility, executive functioning, sensory integration, emotions regulation, cognitive distortion (replace via curriculum with collaborative problem solving)
- Early childhood outcomes center is doing work in this area, please don't reinvent the wheel

STATE PERFORMANCE PLAN (SPP) INDICATOR B 8

STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Parent Involvement

Indicator Part B, #8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

New Indicator: Develop a plan to collect data to establish a baseline by 2/7/07.

Kathy Adams, Brenda Bennett, Deb Dunlap, Angela Harvey, James Kilbride, Kim Megrath, Rachel Posner, Barb Neilly

DOE technical Assistant: Pam Rosen

Note taker: Dawn Kliphan



1. **INDICATOR:** Understood.



2. **MEASUREMENT:** Understood.



3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:** Activity to collect data to establish baseline by Feb. 7, 2007.

Rachel will get to the group, a "family empowerment scale", used by DHHS, which provides a possible way to collect the data, and a federal survey that DHHS uses.

The survey we use will include the first 25 questions of the NSEAM survey on "Schools' Efforts to Partner with Parents" with demographic questions on ELL, receipt of free or reduced lunch, gender and 4 options for answers ranging from always to never.

We will add a gender question to the survey.

We will add a question regarding English Language Learners (ELL) status.

We will add a question regarding whether they receive reduced lunch.

In question 96, use SAU or CDS instead of "State of Residence"

Because we must collect Part B indicators for 3-5 year olds, they will be included in the Part B survey with the phrase "IFSP/IEP" replacing "IEP" throughout the survey. IFSP at #2 will be spelled out.

Surveys should be completed at points of transition.

- We should recommend that all other surveys to collect parent information be discontinued and replaced with our survey.

- will use a modified version of the NSEAM survey

- if we know what the sample is, we can have some of the questions already answered such as SAU or CDS site

- we could use a scanner machine to tally results

- NSEAM survey has concrete questions

- if we know what the sample is, we can have some of the questions already answered such as SAU or CDS site

- we could use a scanner machine to tally results

- different headings could be on the survey: 3-5 or K-12.

- must use Part B survey for three to five year olds in order to meet the Part B indicator

- how do we define exiting from Part C

- a meeting must be held for all exiters from Part C

- we must use the "Schools Efforts to Partner with Parents" questions 1-25 if we are to use the NSEAM survey

- survey to reflect subgroup (ex: ELL, receipt of free or reduced lunch, gender) results.

- important to know what sites are doing that is working

- we have little data on parent involvement
- we must use the “Schools Efforts to Partner with Parents” questions 1-25 if we are to use the NSEAM survey
- survey to reflect subgroup (ex: ELL, receipt of free or reduced lunch, gender) results.
- important to know what sites are doing that is working
- survey is narrow compared with current requirements for parent/family involvement
- federal emphasis is on transitions
- we could define transition as a change in systems or locations, or a dismissal
- for 3-5 year old programs, we must have multiple choice options for “Program attended”. There are hundreds of programs in Portland alone.
- survey results should be correlated with demographic data
- at present, family involvement is the least utilized method to improve student outcomes
- must provide information back to SAUs from our data analysis
- survey results should be correlated with demographic data
- at present, family involvement is the least utilized method to improve student outcomes
- must provide information back to SAUs from our data analysis

Sample

- 39,754 identified in Maine under Part B (3-20 year olds)
- Different headings could be on the survey: 3-5 or K-12.
- there's a disconnect between regular and special educators with regard to special education professional development activities and practices
- eventually transitions for all students should and will be addressed
- by 2008, three to five year olds should be in SAUs
- feds consider IEPs and IFSP to be the same
- there's a disconnect between regular and special educators with regard to special education professional development activities and practices
- eventually transitions for all students should and will be addressed
- some kids are identified at different ages and times
- private schools are obligated to report, but surveys should be collected through the students town of residence or by public SAU when they place them

How we collect data

- could collect data through Service Coordinators or Case Managers
- should consider sampling size
- collect through IEP process
- MDOE's data collection system, MEDMS, could be used to mail surveys out to parents. Follow-ups could be conducted when surveys have not been returned
- time will be a problem for educators if the data is collected at PET's for transition
- should pilot school surveys at selected sites during the first year using an outside provider
- need to make revisions as necessary as a result of the pilot

STATE PERFORMANCE PLAN (SPP) INDICATOR B 8

STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: Parent Involvement

Indicator Part B, #8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

New Indicator: Develop a plan to collect data to establish a baseline by 2/7/07.

Kathy Adams, Brenda Bennett, Deb Dunlap, Angela Harvey, James Kilbride, Kim Megrath, Rachel Posner, Barb Neilly

DOE technical Assistant: Pam Rosen

Note taker: Dawn Kliphan

OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:

Stakeholders reviewed draft indicator and parent survey using their notes from the last meeting. They added "municipality" to question #26.

STATE PERFORMANCE PLAN (SPP) INDICATOR B 8 STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part B, #8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

The following indicator has been reviewed by all stakeholder members

Comments:

- The instrument (survey) seems more a measure of satisfaction than involvement.
- How will participation be ensured?
- How will non-respondents be managed/reported?
- The survey should also include a question a discussion of AT at the PET
- Parents will be reluctant to fill out more surveys. Ask school administrators how they involve parents in schools (will this provide reliable data?)
- No revisions to survey instrument to maintain reliability/validity
- Only change to format method data collection/analysis from pilot
- Change measurement
- Change in response rate percentage of people who respond: never, rarely, always, often
- Format of survey should be more parent friendly
- Reflect format of NCSEAM original on website
- The survey should be by telephone rather than mailing. A mailing will only elicit a small sample of returns
- Parent survey could include training to recognize mental health needs early on, where to go for training, ongoing resources for support (awareness of).
- Question 34: will parent understand the term ELL? Or perhaps better to ask, "what is the language spoken at home?"
- Survey slanted toward parent knowledge and information, NOT involvement or participation.
- Is the survey a set-up?
- Will the schools provide babysitting?
- "Gripe sheet" for teachers admin
- Survey should be reviewed for implied language such as "child care."
- Eliminate the names of parent organizations, end of parent network system
- Measurement for Part B needs to be changed
- Response rate should be part of target, not 85%
- How is parent involvement defined?
- How was the definition developed?

SPP Template – Part B (3)

Maine

Directions: This is a survey for parents of students receiving special education services when they were 3 through age 20. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices as you recall your past experiences: Never, Rarely, Often, Always. You may skip any item that you feel does not apply to you or your child.

Part B Parent Survey – Special Education		Never	Rarely	Often	Always
<u>Schools' Efforts to Partner with Parents</u>					
1	I am considered an equal partner with teachers and other professionals in planning my child's program.				
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP/IFSP) meeting.				
3	At the IEP/IFSP meeting, we discussed how my child would participate in statewide assessments.				
4	At the IEP/IFSP meeting, we discussed accommodations and modifications that my child would need.				
5	All of my concerns and recommendations were documented on the IEP/IFSP.				
6	Written justification was given for the extent that my child would not receive services in the regular classroom.				
7	I was given information about organizations that offer support for parents of students with disabilities.				
8	I have been asked for my opinion about how well special education services are meeting my child's needs.				
9	My child's evaluation report is written in terms I understand.				
10	Written information I receive is written in an understandable way.				
11	Teachers are available to speak with me.				
12	Teachers treat me as a team member.				
<u>Teachers and Administrators:</u>					
13	- seek out parent input				
14	- show sensitivity to the needs of students with disabilities and their families				
15	- encourage me to participate in the decision-making process.				
16	- respect my cultural heritage				
17	- ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].				
<u>The school:</u>					
18	- has a person on staff who is available to answer parents' questions.				
19	- communicates regularly with me regarding my child's progress on IEP/IFSP goals.				
20	- gives me choices with regard to services that address my child's needs.				
21	- offers parents training about special education issues.				
22	- offers parents a variety of ways to communicate with teachers				
23	- gives parents the help they may need to play an active role in their child's education				
24	- provides information on agencies that can assist my child in the transition from school.				
25	- explains what options parents have if they disagree with a decision of the school.				

26. CDS Site ☐ or SAU ☐☐☐ or municipality

SPP Template – Part B (3)

Maine

27. Site of Attendance (Name of Head Start, Child Care; Public Preschool, Private Preschool, School, etc):

28. Child's Age in Years ☐☐

29. Child's age When First Referred to Early Intervention or Special Education ☐☐

30. Child's Age at Time of Survey Completion ☐☐

31. Child's Gender (M for Male; F for Female) ☐

32. Does this Child Receive Free or Reduced Lunch? (Y for Yes; N for No) ☐

33. Child's Primary Exceptionality/Disability (One only):

- | | |
|---|---|
| 1 <input type="checkbox"/> Autism | 9 <input type="checkbox"/> Multiple Disabilities |
| 2 <input type="checkbox"/> Deaf-Blindness | 10 <input type="checkbox"/> Orthopedic Impairment |
| 3 <input type="checkbox"/> Deafness | 11 <input type="checkbox"/> Other Health Impairment |
| 4 <input type="checkbox"/> Developmental Delay | 12 <input type="checkbox"/> Specific Learning Disability |
| 5 <input type="checkbox"/> Emotional Disturbance | 13 <input type="checkbox"/> Speech or Language Impairment |
| 6 <input type="checkbox"/> Hearing Impairment | 14 <input type="checkbox"/> Traumatic Brain Injury |
| 7 <input type="checkbox"/> Mental Retardation | 15 <input type="checkbox"/> Visual Impairment including Blindness |
| 8 <input type="checkbox"/> English Language Learner | |

34. Child's Race / Ethnicity

- | | |
|--|--|
| 1 <input type="checkbox"/> White | 4 <input type="checkbox"/> Black or African-American |
| 2 <input type="checkbox"/> Hispanic or Latino | 5 <input type="checkbox"/> Asian or Pacific Islander |
| 3 <input type="checkbox"/> American Indian/Alaskan | 6 <input type="checkbox"/> Multi-racial |

35. Relationship to the Child of the Person Who is Completing the Survey

- | | | |
|-----------------------------------|-----------------------------------|-------------------------------------|
| 1 <input type="checkbox"/> Father | 3 <input type="checkbox"/> Mother | 5 <input type="checkbox"/> Guardian |
|-----------------------------------|-----------------------------------|-------------------------------------|

SPP Template – Part B (3)

Maine

2 ☐ Surrogate Parent

4 ☐ Foster Parent

<p>If you need help with this survey, put your telephone number here: _____.</p> <p>Return the survey using the self-addressed stamped envelope. You will be called by the Department of Education.</p> <p>Directions: This is a survey for parents of students between the ages of 3 and 20 who are receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices as you recall your past experiences: Never, Rarely, Often, Always. You may skip any item that you feel does not apply to you or your child.</p>				
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	Never	Rarely	Often	Always
2. I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP/IFSP) meeting.				
3. At the IEP/IFSP meeting, we discussed how my child would participate in statewide assessments.				
4. At the IEP/IFSP meeting, we discussed accommodations and modifications that my child would need.				
5. All of my concerns and recommendations were documented on the IEP/IFSP.				
6. Written justification was given for the extent that my child would not receive services in the regular classroom.				
7. I was given information about organizations that offer support for parents of students with disabilities.				
8. I have been asked for my opinion about how well special education services are meeting my child's needs.				
9. My child's evaluation report is written in terms I understand.				
10. Written information I receive is written in an understandable way.				
11. Teachers are available to speak with me.				
12. Teachers treat me as a team member.				
Teachers and Administrators:				
13. Teachers and administrators seek my input				
14. Teachers and administrators show sensitivity to my child and my needs.				
15. Teachers and administrators encourage me to participate in the decision-making process.				
16. Teachers and administrators respect my cultural heritage				
17. Teachers and administrators ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].				
The school:				
18. - has a person on staff who is available to answer my questions.				
19. - communicates regularly with me regarding my child's progress on IEP/IFSP goals.				
20. - gives me choices with regard to services that address my child's needs.				
21. - offers parents training about special education issues.				
22. - offers parents a variety of ways to communicate with teachers				

SPP Template – Part B (3)

Maine

23. - gives parents the help they may need to play an active role in my child's education				
24. - provides information on agencies that can assist my child in the transition from school.				
25. - explains what options I have if I disagree with a decision of the school.				

26. CDS Site _____ or SAU _____ or municipality _____

27. Name of the place where your child attends? (Name of Head Start, Child Care; Public Preschool, Private Preschool, School, etc): _____

28. What is your child's age, in years? _____

29. What was your child's age when he or she was first referred to early intervention or special education? _____

30. What was your child's age at the time you completed this survey? _____

31. Is your child a boy or a girl?

1. _____ Boy

2. _____ Girl

32. Does your child receive free or reduced lunch? _____ Yes _____ No

33. What is your child's primary exceptionality/disability? (Please choose one only):

_____ 1. Mental Retardation

_____ 2. Hearing Impairment

_____ 3. Deafness

_____ 4. Speech and Language Impairment

_____ 5. Visual Impairment including Blindness

_____ 6. Emotional Disability

_____ 7. Orthopedic Impairment

_____ 8. Other Health Impairment

_____ 9. Specific Learning Disability

_____ 10. Deaf-Blindness

_____ 11. Multiple Disabilities

_____ 12. Developmental Delay

_____ 13. Autism

_____ 14. Traumatic Brain Injury

34. Is your child an English Language Learner? _____ Yes _____ No

35. What is your child's race / ethnicity?

_____ 1 White

_____ 2 Black or African-American

_____ 3 Hispanic or Latino

_____ 4 Asian or Pacific Islander

_____ 5 American Indian/Alaskan

SPP Template – Part B (3)

Maine

_____ 6 Multi-racial

36. What is your relationship to the child?

- _____ 1 Mother
- _____ 2 Father
- _____ 3 Guardian
- _____ 4 Surrogate Parent
- _____ 5 Foster Parent
- _____ 6 Grandparent

STATE PERFORMANCE PLAN (SPP) Part B Survey STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Parent Survey Part B 8

Indicator Part B, #8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities

The following indicator has been reviewed by all stakeholder members

Comments:

- New #26 “other category” – comments by parents
- Inappropriate comments/statements made during meetings by school professional

STATE PERFORMANCE PLAN (SPP) INDICATOR B 9 STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: ID and Disproportionality

Indicator Part B, #9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

New Indicator: Develop a plan to collect data to establish a baseline by 2/7/07.

Stakeholder Members: Lisa Smith, Terry Berkowitz, Patti Williams, Deb Gardner, Margi Snyder, Carolyn Drugge

DOE Technical Assistant: Dana Duncan

Note taker: Helen Weiczorek

1. **INDICATOR**

- OK

2. **MEASUREMENT**

- Probably close to 0

3. **DATA**

- Does the data come from forms that go to parents?
- Do they have categories for multi-racial kids?
- Why don't they want to know about inappropriate identifications by gender?

Note: None of the 34 indicators collect gender data.

STATE PERFORMANCE PLAN (SPP) INDICATOR B 9 STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: ID and Disproportionality

Indicator Part B, #9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

New Indicator: Develop a plan to collect data to establish a baseline by 2/7/07.

Stakeholder Members: Lisa Smith, Terry Berkowitz, Patti Williams, Deb Gardner, Margi Snyder, Carolyn Drugge

DOE Technical Assistant: Dana Duncan

Note taker: Helen Weiczorek

4. **INDICATOR**

- *No Comment*

5. **MEASUREMENT**

- No Comment

6. **DATA**

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR B 9 STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part B, #9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

The following indicator has been reviewed by all stakeholder members

Comments:

- Waste of time in Maine
- Actually is isn't a waste of time. Small populations are statistically more likely to have a disproportionality problem
- Significant concern about assessment methods not adaptable to the cultural needs of some ethnic groups

STATE PERFORMANCE PLAN (SPP) INDICATOR B 10 STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: ID and Disproportionality

Indicator Part B, #10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

New Indicator: Develop a plan to collect data to establish a baseline by 2/7/07.

Stakeholder Members: Lisa Smith, Terry Berkowitz, Patti Williams, Deb Gardner, Margi Snyder, Carolyn Drugge

DOE Technical Assistant: Dana Duncan

Note taker: Helen Weiczorek

7. **INDICATOR**

- *No Comment*

8. **MEASUREMENT**

- No Comment

9. **DATA**

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR B 10 STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: ID and Disproportionality

Indicator Part B, #10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

New Indicator: Develop a plan to collect data to establish a baseline by 2/7/07.

Stakeholder Members: Lisa Smith, Terry Berkowitz, Patti Williams, Deb Gardner, Margi Snyder, Carolyn Drugge

DOE Technical Assistant: Dana Duncan

Note taker: Helen Weiczorek

10. INDICATOR

- *No Comment*

11. MEASUREMENT

- No Comment

12. DATA

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR B 10 STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part B, #10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

The following indicator has been reviewed by all stakeholder members

Comments:

- Waste of time in Maine
- Actually it isn't a waste of time. Small populations are statistically more likely to have a disproportionality problem
- Significant concern about assessment methods not adaptable to the cultural needs of some ethnic groups

STATE PERFORMANCE PLAN (SPP) INDICATOR B 11 STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Quality Assurance

Indicator Part B, #11: Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days (or State established timeline).

New Indicator: Develop a plan to collect data to establish a baseline by 2/7/07.

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling

DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

☐

1. **INDICATOR:**

- No Comment

☐

2. **MEASUREMENT:**

- No Comment

☐

3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- Changes: delete “measurable transition goals” and add “compliance with state established timeliness for evaluating and determination of eligibility.”
- Measure the percentage of children evaluated within 45 school days of parental consent to evaluate.

☐

4. **BASELINE DATA:**

- Base line data 2004/05—Is this year one vs. 100% compliance year two?
- Clarify—OSEP is requesting percentage of children evaluated—data definition.

☐

5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- No Comment

☐

6. **IMPROVEMENT ACTIVITIES:**

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR B 11 STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: Quality Assurance

Indicator Part B, #11: Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days (or State established timeline).

New Indicator: Develop a plan to collect data to establish a baseline by 2/7/07.

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling

DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer



1. **INDICATOR:**

- Aymie will use the language from Part C to provide language, process and address the preschool part of the indicator.
- QA members determined they could do nothing to work on this indicator because information they requested (data from Anna) had not been provided.



2. **MEASUREMENT:**

- No Comment



3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- Changes: delete “measurable transition goals” and add “compliance with state established timeliness for evaluating and determination of eligibility.”
- Measure the percentage of children evaluated within 45 school days of parental consent to evaluate.



4. **BASELINE DATA:**

- Base line data 2004/05—Is this year one vs. 100% compliance year two?
- Clarify—OSEP is requesting percentage of children evaluated—data definition.



5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- No Comment



6. **IMPROVEMENT ACTIVITIES:**

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR B 11 STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part B, #11: Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days (or State established timeline).

The following indicator has been reviewed by all stakeholder members

Comments:

- Maine chooses 45 school days, federal requires within 60 calendar days
- First year we (school districts) were at 43% compliance (2003-04)
- Within 12 months we were close to 100% compliance which is what is expected (100% compliance, 2004-05)
- What about RTI data?
- Communication of RTI's appropriate for middle and high school

STATE PERFORMANCE PLAN (SPP) INDICATOR B 12 STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Early Transition

Indicator Part B, #12: Percent of children referred by Part C prior to age 3 and who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Traditional Indicator

Stakeholder Members: Dee Wright, Howard Wright, Jonathan Kimball, Loraine Spenciner, Maribeth Barney, Angela Delorme.

DOE Technical Assistant: Aymie Walshe

Note taker: Evelyn Bowie



1. INDICATOR:



2. MEASUREMENT:

- Was IEP developed and implemented?
- Percent of kids eligible at age three? This makes an assumption that the children have a plan and it's not implemented.
- Nothing done for kids
- Kids eligible, but parents don't want IEP
- Doesn't measure when developed/implemented
- ***Recommend measurement be more specific and disaggregated.
- Reasons for not meeting 100%



3. OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:

- Blended system
- Spin off of Indicator 8, add this to the transition process.
- Start at least 6 months out.
- Training (testing, community case managers, other agencies)
- There's a limited number of qualified evaluators for 2 ½ to 3 year olds.

STATE PERFORMANCE PLAN (SPP) INDICATOR B 12

STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: Early Transition

Indicator Part B, #12: Percent of children referred by Part C prior to age 3 and who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Traditional Indicator

Stakeholder Members: Dee Wright, Howard Wright, Jonathan Kimball, Lorraine Spenciner, Maribeth Barney, Angela Delorme.

DOE Technical Assistant: Aymie Walshe

Note taker: Evelyn Bowie

☐

1. **INDICATOR:**

- No data

☐

2. **MEASUREMENT:**

- No Comment

☐

3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- Add data we have at the end of the paragraph with the first >
- Formal transition from B to C done on time

☐

4. **BASELINE DATA:**

- No Comment

☐

5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- No Comment

☐

6. **IMPROVEMENT ACTIVITIES:**

- Some revisions to be made include:
 - A, e: ...changes in service delivery...supposed to be seamless, what changes.
 - Natural Environment for babies is at home, there would be changes in that case
 - A: Training, says it is for the sites, a,b,c,d, e, f, g should reflect site training only.
 - A,b: IFSP should be ECT
 - B,a: ...to include transition needs (remove "review")
 - B, b: Notification "to" LEA not "of"

STATE PERFORMANCE PLAN (SPP) INDICATOR B 12 STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part B, #12: Percent of children referred by Part C prior to age 3 and who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

The following indicator has been reviewed by all stakeholder members

Comments:

- Consider parent involvement in transition, review complete NCSEAM survey
- Process needs to include information to parents regarding implications on an IFSP and changing to IEP

STATE PERFORMANCE PLAN (SPP) INDICATOR B 13 STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Student Performance

Indicator Part B, #13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

New Indicator: Develop a plan to collect data to establish a baseline by 2/7/07

Stakeholder Members: Sue Henri-MacKenzie, Chris Bean, Lori Hasenfus, Tom Bouchard, Shelley Reed, Glenn Griswold

DOE Technical Assistant: George Smith

Note taker: Jacqui Clark



1. **INDICATOR:**

- How does the IEP support the movement of youth to post secondary life? Also needing measurable activities.



2. **MEASUREMENT:**

- Currently measure through the DOE monitoring efforts of sample records.
- The existing data collection is not fully measuring this indicator. It is minimal compliance, but measuring a meaningful plan.
- Monitoring process will include a method to measure coordination, student measure, IEP goals and the match to the post secondary goals.
- Develop a checklist for DOE monitoring system to assure above measuring system.
- Activity to collect data Feb. 2007



3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- Monitoring process currently in place with the added good definition of measurable for the transition plan will provide the data.
- Training to LEA for measurable transition plans (MADSEC, COT...)
- Collect sample de-identifies IEP/transition plans from each LEA
- Retrieve IEP/Transition Data from SPEDNET, CASE-E and SEAS
- Examine COT available data
- Consider the data available from Children's Cabinet, Jobs for Maine Grads, Project Impact, Keeping Maine's Kids Connected.
- Look at the options for uniform data base or retrieval and connection to MEDMS (SEAS, CASE-E, SPEDNET...CORIS)
- Participate with follow up study to compare transition plans with student follow up data.

STATE PERFORMANCE PLAN (SPP) INDICATOR B 13
STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part B, #13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

The following indicator has been reviewed by all stakeholder members

Comments:

STATE PERFORMANCE PLAN (SPP) INDICATOR B 14 STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Student Performance

Indicator Part B, #14: Percent of youth who had IEP's, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

New Indicator: Develop a plan to collect data to establish a baseline by 2/7/07

Stakeholder Members: Sue Henri-MacKenzie, Chris Bean, Lori Hasenfus, Tom Bouchard, Shelley Reed, Glenn Griswold

DOE Technical Assistant: George Smith

Note taker: Jacqui Clark



1. **INDICATOR:** Discussion to develop understanding of the language and meaning of each indicator.

- Tracking students with special needs after school (graduated or not) to see employment or educational next steps.
- Show us our special ed funds are effective!
- Feedback would help us re-direct funds to programs that work.



2. **MEASUREMENT:** Discussion of proposed measurement techniques.

- Commissioner's directive is to track all students, but be able to disaggregate by special ed.
- Dropouts before high school will be lost from this data collection
- MEDMS data will provide some demographic to match to outcomes.
- COT/YES have same sample data. This effort would be enlarged for follow through.
- Assure that MEDMS is able to follow a child from district to district to count school transitions.
- Consider work and community activities.



3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- RFP to be finalized for this follow up process
- Create a realistic expectation given that there is no infrastructure to reach this young adult population
- Consider the validity of self-reported data
- Utilize "project impact" to follow kids post incarceration
- Identify the barriers to reaching young adults in other populations. Such as: community college, military, DOL, DOC, unemployment system.
- Title 1A—15% to study transition, may be centralization of funds under 1D (?) Ask Shelley Reed.
- Is there a way to study specific placements for impact and efficacy?
- Community College systems: current capacity for providing supports for students with disabilities, ex: instruction on Acuplacer and SAT while still in high school.

STATE PERFORMANCE PLAN (SPP) INDICATOR B 14 STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: Student Performance

Indicator Part B, #14: Percent of youth who had IEP's, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

New Indicator: Develop a plan to collect data to establish a baseline by 2/7/07

Stakeholder Members: Sue Henri-MacKenzie, Chris Bean, Lori Hasenfus, Tom Bouchard, Shelley Reed, Glenn Griswold

DOE Technical Assistant: George Smith

Note taker: Jacqui Clark



1. **INDICATOR:**

- Social Security number should be respected as private information offered for a purpose. Tracking post high school outcomes without permission should not be done.
- Call centers to survey the population could be used.
- Expect to report the first baseline data in our 2007 report
- Incorporate Maine YES data although it has weaknesses as voluntary data.



2. **MEASUREMENT:**

- No Comment



3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR B 14
STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part B, #14: Percent of youth who had IEP's, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

The following indicator has been reviewed by all stakeholder members

Comments:

STATE PERFORMANCE PLAN (SPP) INDICATOR B 15 STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Quality Assurance

Indicator Part B, #15: General Supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification.

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling
DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

☐

1. **INDICATOR:**

- No Comment

☐

2. **MEASUREMENT:**

- No Comment

☐

3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- Difference between 45 school days and 60 calendar days

☐

4. **BASELINE DATA:**

- No Comment

☐

5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- No Comment

☐

6. **IMPROVEMENT ACTIVITIES**

- None

STATE PERFORMANCE PLAN (SPP) INDICATOR B 15 STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: Quality Assurance

Indicator Part B, #15: General Supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification.

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling
DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

☐

1. **INDICATOR:**

- No Comment

☐

2. **MEASUREMENT:**

- No Comment

☐

3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- Difference between 45 school days and 60 calendar days
- For A and B of this indicator we will need input from Anna Feeney.
- Susan Parks will address C.

☐

4. **BASELINE DATA:**

- No Comment

☐

5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- No Comment

☐

6. **IMPROVEMENT ACTIVITIES**

- None

STATE PERFORMANCE PLAN (SPP) INDICATOR B 15 STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part B, #15: General Supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification.

The following indicator has been reviewed by all stakeholder members

Comments:

- Supervision compliance needs to take into uniqueness of educational settings and provide guidance/support for programs for divers learners
- It is exactly these egregious cases that MUST be corrected quickly before more children are denied FAPE.

STATE PERFORMANCE PLAN (SPP) INDICATOR B 16 STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: Quality Assurance

Indicator Part B, #16: Percent of signed written complaints resolved within 60-day timeline extended for exceptional circumstances with respect to a particular complaint.

Traditional Indicator

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling

DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

☐

1. **INDICATOR:**

- No Comment

☐

2. **MEASUREMENT:**

- No Comment

☐

3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- Monitor progress on number of hearing officers, complaint investigators and number of complaints.
- Due process office has sent a memo with the process for granting exceptions described. Therefore, we should move the last sentence in the Overview section to the Improvement section of the Indicator form.

☐

4. **BASELINE DATA:**

- No Comment

☐

5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- No Comment

☐

6. **IMPROVEMENT ACTIVITIES:**

- “Resolved” true meaning is “report issued” not “truly resolved”

STATE PERFORMANCE PLAN (SPP) INDICATOR B 16 STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Quality Assurance

Indicator Part B, #16: Percent of signed written complaints resolved within 60-day timeline extended for exceptional circumstances with respect to a particular complaint.

Traditional Indicator

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling

DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

☐

1. **INDICATOR:**

- No Comment

☐

2. **MEASUREMENT:**

- No Comment

☐

3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- Monitor progress on number of hearing officers, complaint investigators and number of complaints.

☐

4. **BASELINE DATA:**

- No Comment

☐

5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- No Comment

☐

6. **IMPROVEMENT ACTIVITIES:**

- “Resolved” true meaning is “report issued” not “truly resolved”

STATE PERFORMANCE PLAN (SPP) INDICATOR B 16
STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part B, #16: Percent of signed written complaints resolved within 60-day timeline extended for exceptional circumstances with respect to a particular complaint.

The following indicator has been reviewed by all stakeholder members

Comments:

STATE PERFORMANCE PLAN (SPP) INDICATOR B 17 STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Quality Assurance

Indicator Part B, #17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

Traditional Indicator

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling

DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

☐

1. **INDICATOR:**

- No Comment

☐

2. **MEASUREMENT:**

- No Comment

☐

3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- Monitor progress on number of hearing officers and complaint investigators.
Improvements: conflicts of interested, stability of workload
Extension of timelines
Age of student
Affect of extension of timeline on student

☐

4. **BASELINE DATA:**

- No Comment

☐

5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- No Comment

☐

6. **IMPROVEMENT ACTIVITIES:**

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR B 17 STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: Quality Assurance

Indicator Part B, #17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

Traditional Indicator

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling

DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

☐

1. **INDICATOR:**

- No Comment

☐

2. **MEASUREMENT:**

- No Comment

☐

3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- Monitor progress on number of hearing officers and complaint investigators.
Improvements: conflicts of interested, stability of workload
Extension of timelines
Age of student
Affect of extension of timeline on student
- Susan Parks provided information about the hearing process. Susan explained that whenever Hearing Officers grant extensions, they provide to MDOE the new dates. These new final dates for hearings must be added to the "Overview" section of the template.
- The last sentence regarding the peer reviewer comments on drafts should be removed.

☐

4. **BASELINE DATA:**

- No Comment

☐

5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- No Comment

☐

6. **IMPROVEMENT ACTIVITIES:**

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR B 17 STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part B, #17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

The following indicator has been reviewed by all stakeholder members

Comments:

- Appointment of more HO's is a signification improvement to our hearing services
- Hearing decisions on time

STATE PERFORMANCE PLAN (SPP) INDICATOR B 18 STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Quality Assurance

Indicator Part B, #18: Percent of hearing request that went to resolution sessions that were resolved through resolution session settlement agreements.

New Indicator: Develop a plan to collect data to establish a baseline by 2/7/07.

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling

DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer



1. INDICATOR:

- No target provided and is appropriate
- Target must be less than 100% because some issues can't be resolved in resolution sessions, i.e. disputes of law.



2. MEASUREMENT:

- No Comment



3. OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:

- Review data to determine whether and how resolution sessions are being used.

STATE PERFORMANCE PLAN (SPP) INDICATOR B 18 STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: Quality Assurance

Indicator Part B, #18: Percent of hearing request that went to resolution sessions that were resolved through resolution session settlement agreements.

New Indicator: Develop a plan to collect data to establish a baseline by 2/7/07.

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling
DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer



1. INDICATOR:

- No target provided and is appropriate
- Target must be less than 100% because some issues can't be resolved in resolution sessions, i.e. disputes of law.



2. MEASUREMENT:

- No Comment



3. OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:

- Review data to determine whether and how resolution sessions are being used.
- The QA group questioned whether a target of 100% should be set, to which Susan replied that MDOE has no control over resolution sessions.
- Committee members decided to use Susan's notes to articulate the Overview section of the indicator form after listening to Susan's explanation describing the process. This revision will include a "Not applicable" or "Expedited Hearing" category for the DOCKET database. Pauline suggested language be included specifying "with prejudice" or "without prejudice".
- We will need a baseline so 05-06 data will be used.
- For Improvement Activities, the QA group will review the data by February 2007.

STATE PERFORMANCE PLAN (SPP) INDICATOR B 18
STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part B, #18: Percent of hearing request that went to resolution sessions that were resolved through resolution session settlement agreements.

The following indicator has been reviewed by all stakeholder members

Comments:

- Resolution sessions just came into being on July 1, 2005
- New requirement, no data

STATE PERFORMANCE PLAN (SPP) INDICATOR B 19 STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Quality Assurance

Indicator Part B, #19: Percent of mediations resulting in mediation agreements.

Traditional Indicator:

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling

DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

☐

1. **INDICATOR:**

- Do not want target to be 100% because some issues cannot be resolved at mediation.
- Target of 75% in cases where both parties agree to mediation.
- Standards for advocates
- Mediation data clarification
- Need clarification before setting target/improvements.

☐

2. **MEASUREMENT:**

- No Comment

☐

3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- No Comment

☐

4. **BASELINE DATA:**

- No Comment

☐

5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- No Comment

☐

6. **IMPROVEMENT ACTIVITIES:**

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR B 20
STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: Quality Assurance

Indicator Part B, #20: State reported data (618 and State Performance Plan and APR) are timely and accurate.

The following indicator has been reviewed by all stakeholder members

Comments:

STATE PERFORMANCE PLAN (SPP) INDICATOR B 20 STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Quality Assurance

Indicator Part B, #20: State reported data (618 and State Performance Plan and APR) are timely and accurate.

Traditional Indicator:

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling

DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

☐

1. **INDICATOR:**

- No Comment

☐

2. **MEASUREMENT:**

- No Comment

☐

3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- No Comment

☐

4. **BASELINE DATA:**

- No Comment

☐

5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- No Comment

☐

6. **IMPROVEMENT ACTIVITIES:**

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR B 20 STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: Quality Assurance

Indicator Part B, #20: State reported data (618 and State Performance Plan and APR) are timely and accurate.

Traditional Indicator:

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling

DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

☐

1. **INDICATOR:**

- No Comment

☐

2. **MEASUREMENT:**

- No Comment

☐

3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- No Comment

☐

4. **BASELINE DATA:**

- No Comment

☐

5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- No Comment

☐

6. **IMPROVEMENT ACTIVITIES:**

- No Comment